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ABSTRACT

A study was done to (1) identify the practices and attitudes of major Colorado public and private employers toward career development of sub-professional employees, and (2) prepare a self-assessment questionnaire by which employers can compare their practices to those employers of comparable size and type of business. A Likert-style questionnaire was mailed to 244 Colorado employers who employ at least 250 employees. These employers were grouped as (1) mining, manufacturing, and construction, (2) commercial services, (3) wholesale or retail trade, and (4) public institutions and agencies. An analysis of the 138 responses for each of the questionnaire items resulted in several findings in each employer group. One finding for each of the above groups respectively follow: (1) training opportunities are publicized through use of the bulletin board, (2) supervisor recommendations are often used to determine participation in training, (3) participation in training is seldom determined by seniority, and (4) career counseling is often utilized in the planning of training activities. The questionnaire items found to be significant were incorporated into a self-assessment questionnaire for each of the four employer groups. (The appendix comprises approximately one-half of this report and includes a list of employers, the survey questionnaire, tables reporting the item analysis for each of the seventy-two questionnaire items, and a self-assessment questionnaire for each of the four employer groups.) (EM)

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Final Report

Project No. 498AH60261
Grant No. G007603722

"Development of an Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees."

Michael Victor Weerts

University of Northern Colorado

Greeley, Colorado

September 30, 1977

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U.S. DEPARTMENT OF
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PREFACE

Graduate Vocational Teacher Education within the College of Education at the University of Northern Colorado was awarded a USOE Project under Public Law 90-576, Part C, Section 131(a)--Research and Training--of the Vocational Education Act of 1963 as amended. The project entitled Adult Vocational Education Research and Development had three thrusts:

1. Conduct a series of literature searches related to adult education and complete a series of related studies entitled:

    * An Assessment of Characteristics of Cooperative Agreements Between Postsecondary Educational Institutions and Business, Industry, and Labor.

    * A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions.

    * Development of an Instrument to Asses Employer Sponsored Career Development Programs for Sub-Professional Employees.

2. Conduct a Colorado Postsecondary Adult Cooperative Vocational Education Conference at UNC, January 25-28, 1977.

3. Develop instructional modules for the improvement of content and delivery of university graduate-level introductory instruction in adult vocational education.

This study represents the research findings of thrust one concerned with Development of an Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees.

Louise J. Keller, Project Director　　　Lois W. Bennett, Co-Director

ABSTRACT

Michael V. Weerts, "Development of An Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees." Published Doctor of Education dissertation, University of Northern Colorado, 1977.

Purpose of the Study

The purpose of this study was two-fold:

a. to identify the practices and attitudes of major Colorado public and private employers toward career development of sub-professional employees, and

b. to prepare a self-assessment questionnaire by which employers can compare their practices to those employers of comparable size and type of business.

Research Procedures

A list of Colorado employers with employee populations larger than 250 was identified. These employers were mailed background information describing the study purposes and a 72 item, Likert style questionnaire to be returned to the researcher. The questionnaire was developed through the use of advisory committees, advice from research experts, and outside pilot test procedures. Employers receiving the questionnaire were designated as: (a) mining, manufacturing or construction; (b) commercial services; (c) wholesale or retail trade; and (d) public institutions or agencies according to Standard Industrial Classification Codes.

Statistical analysis of the returned questionnaires was undertaken to identify significant means ($\bar{x}$s) for each item by employer group.

Research Findings

Purpose 1

The following summative statements are presented as to the four employer activity categories:

Group 1: Mining, Manufacturing, and Construction. This employer group presented seven practices which, as a group, it significantly maintains within its provision of an on-going employee development program. Within its labor force, 61 percent or more of the employees have positions which require less than Bachelors' degree qualifications. Less than 21 percent of the training is provided through either paid educational leave or tuition reimbursement methods. Dissemination of information regarding training opportunities and alternatives often occurs through the use of bulletin board notices while union publications are seldom used for this purpose. Acknowledgement of training completion is often accomplished through notation in personnel records while promotion points are seldom used. Skilled and semi-skilled positions are often filled through internal upgrading.

Group 2: Commercial Services. The business endeavors of commercial services significantly agreed that in-house classrooms, tuition reimbursement, paid educational leave, "buddy" assignment and job rotation are used less than 21 percent as methods of providing training. Supervisor recommendations are often used to determine participation in training. Training budgets are often determined regularly as a part of the operations planning process while, in turn, they are seldom a function of profit. Information identifying training opportunities and alternatives are seldom disseminated through the use of union publications or the use of pay envelope notices. Training completion acknowledgement is often accomplished through certificates or notation in personnel records while seldom occuring through promotion points or continuing education units. Training is often conducted by staff personnel. Discussion of Education/training seldom occurs during union negotiations.

Group 3: Wholesale and Retail Trade. The wholesale and retail trade employer respondees provided significant responses to 21 individual questionnaire items. Use of tuition reimbursement, traditional in-house classrooms, or "buddy" assignments were noted to occur less than 21 percent as a method of training. Actual participation in training is seldom determined by seniority. Dissemination of information identifying training opportunities and alternatives seldom occurs through the use of union publications. Career counseling seldom results in employees pursuing Bachelors' degrees nor is it required prior to participation in training programs. Training completion is often accomplished through notation in personnel records while promotion points are seldom used as a form of acknowledgement. Skilled or semi-skilled positions are often filled through internal staff upgrading. Education/training are seldom discussed during union negotiations. External advisory committees are seldom used in employee development. Training is almost always conducted by staff personnel while seldom being conducted by outside consultants or public educational institutions. Training activities have a very important impact on employee retention and attitudes, and on plans for operational changes. Training activities also have a very important impact on organization production, morale, and success.

Group 4: Public Institutions and Agencies. These institutions and agencies use the following less than 21 percent as methods of training: job rotation, "buddy" assignment, paid educational leave, tuition reimbursement, and traditional in-house classrooms. Supervisor recommendations are often used to determine training participation. Information identifying training opportunities is seldom disseminated through pay envelope notices or union publications while often occurring through bulletin board notices and personal contact by management. Career counseling is often utilized in the planning of training activities. Training completion is often acknowledged by notation in personnel records while seldom occurring through merit pay increases or promotion points.

FOREWORD

As part of its interest in and support of studies in vocational education, The College of Education continues to pursue and engage in research and development activities that contribute to the betterment of vocational teacher education. This research study was conducted by Colorado adult vocational educators, with the assistance of representatives of state educational agencies, Colorado business, industry, and labor.

Dr. Louise J. Keller, Dr. Lois W. Bennett, Professors of Graduate Vocational Teacher Education and Dr. Sam Houston, Chairperson, Professor of Research and Statistical Methodology at UNC are to be commended for their efforts to facilitate the research studies. The university extends special thanks to the following graduate students who have worked as a team the past year on the various adult/postsecondary thrusts: Charlene R. Collins, Edna E. Peart, Anita T. Salazar, Larry S. Warner, and Michael Victor Weerts.

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This research endeavor was guided by the Colorado Adult Vocational Education Research Steering Committee and the Graduate Vocational Teacher Education Research Council at UNC. The staff of Graduate Vocational Teacher Education wish to commend the following individuals who helped us reach our project goals and objectives.

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CHAPTER I

INTRODUCTION

Individual careers are the sequences of occupations, jobs, or positions engaged in or occupied throughout a person's lifetime.[1] The particular activities of each point in time are a function of the interrelationship of the individual and his environment. A question occurs when it is asked whether there is any provision for varying duration of these relationships? Furthermore, it can be asked whether there is provision for continuity of sequence in activities for the individual once that person leaves the traditionally structured educational environment. In addition, is the individual alone expected to seek the appropriate avenues to career skill acquisition from static resources, or do the providers or career development opportunities offer variety of alternatives and sequence? These individuals, and their respective careers, are the Nation's manpower supply.[2]

Historically, the manpower policies and practices of the United States have focused on "short-cycle" isolated educational manipulation of the individual.[3] These efforts, as exampled by such nationally mandated programs as the Civilian Conservation Corps, Works Progress Administration, Job Corps, Area Redevelopment Act, Manpower Development and Training Act, etc., have consistently directed their efforts toward changing the labor supply. Private employers, which constitute the demand area of the labor market supply and demand environment, have received limited legislated requirement to participate in the development of a trained manpower supply, e.e., limited funding and voluntary participations of National Alliance of Businessmen (NAB), and Job Opportunities in the Business Sector (JOBS), etc. The public education community has also focused on changing the individual with limited employer participation. Resource and employer committees are common to public vocational training programs but this relationship is commonly one-sided: participation of business in education without public education committed or requested to participate in the demand areas of the labor market.[4]

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[1] Donald E. Super and Martin J. Bohn, Occupational Psychology (Belmont, CA.: Wadsworth Publishing Company, 1970), p. 113.

[2] Eli Ginzberg et. al., Occupational Choice, An Approach To General Theory (New York: Columbia University Press, 1951), p. 4.

[3] Dorothes Furth, "Issues in Short-Cycle Higher Education," Higher Education 2 (February 1973): 95-102.

The "short-cycle" worker education and training programs have been a series of singular purpose responses to change in labor market demand and/or categorical unemployment problems attributed to a lack of employability skills on the part of chronically unemployed sectors of the general population such as, minorities, youth, and military personnel. These activities have been without coordination, plan, or purpose for a continuing national policy of integrated efforts directed toward problems of manpower supply and demand.[5]

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[4] Frederick H. Antil, "Meeting the Training Challenge," Personnel Journal 54 (October 1975): 536-37, 546.

[5] Interview with Garth Mangum, Osoro and Associates, Denver, Colorado, October 1975.

Internationally the first country to direct and implement coordinated legislation implementing a national system of continuous, recurrent education has been France.[6] Recurrent education is at the center of the distinction between what is and what should be in the areas of individual, and national growth and development. Definition of recurrent education includes action statements of "lifelong learning,"[7] "Career Education,"[8] "Postponement, 'and' distribution of learning."[9]

For this study, a working definition of recurrent education and training is considered to be "a global system containing a variety of programs which distribute education and training at different levels by formal and non-formal means, over the lifespan of the individual in a recurring way, that is, alternated with (and during) work or other activities."[10] Diagnostic and prescriptive selection of component parts from this system are in turn a career development program.

Provided with the need for an integrated policy and practice of individual worker development, the question then becomes one of determining where to begin in the definition of the problem. Pertinent questions could be asked as to:

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[6] Vladimir Stoikov, The Economics of Recurrent Education and Training. (Geneva: International Labour Office, 1975), p. 78.

[7] U.S., Congress House, A Bill to Amend the Vocational Education Act of 1963, H.R. 12835, 94th Congress, 2nd sess., 1959.

[8] Sidney Percy Marland Jr., Career Education: A Proposal for Reform (New York: McGraw Hill, 1975), pp. 8-9.

[9] Denis Kalen, Jarl Bergtsson, and Ake Dalen, Recurrent Education: A Strategy for Life-Long Learning (Paris: Center for Educational Research and Innovation, 1973), p. 7.

[10] Stoikov, p. 109.

a. who is responsible for policy/practice development?

b. what form should this integrated intervention take?

c. who will have responsibility for financing such programs and practices?

d. what systemic changes must take place?

e. what varying practices exist for different kinds of position classifications?

Problem

The labor market for workers can be classified as having two position levels for its employees, professional and sub-professional. Professional position classifications are defined in this study as those which require educational completion of at least a baccalaureate degree. The sub-professional positions are defined as the traditional labor demand area for vocational education graduates whose training is directed toward positions requiring less than a baccalaureate degree. Sub-professional positions are also those which characteristically are sought after by the unemployed and unskilled members of the labor market supply who are seeking entry level positions.

At the present time the question of unemployment and labor market entry is a critical social economic problem. Considering high unemployment and increased entry of inexperienced labor market participants a question arises as to where they shall find entry-level positions in the present labor market supply/demand schema.

Employers are continuously faced with the question of whether to buy or train their skilled position employees. If "buy" is the solution, the results create/maintain certain kinds of supply/demand problems:

a. by inducing employees to leave one employer for another through economic or other types of benefits, demand for skills is not reduced, only changed in loci, and

b. entry level positions are not increased through openings created by internal upward mobility.

Both situations are extremely problematic and the buying of skills does little to alleviate the social and economic pressures of a high supply, low demand labor market economy. Artificial creation of entry level positions is strictly a short-term solution to a dynamic problem. One approach to reconciling the supply/demand imbalance of skilled labor is the emphatic support of government, employers, and education toward internal training and upgrading of employees. Not only are the skills of the employed strengthened and expanded, but such practices would increase the transition of secondary labor market participants into primary labor market demand, and job stability. Subsequently, the increase of secondary position vacancies create a demand for the unemployed and new labor market entries.

Efforts which are directed toward the economic and social issues of labor market supply and demand must be multifarious due to the dynamic nature of the total problem. This research is directed toward the identification of career development activities conducted by Colorado employers of two hundred and fifty (250) or more employees. Of specific interest are the activities sponsored and/or provided by the employers for sub-professional employees.

If change is to occur in labor market practices then an initially important issue in determining objectives of and procedures for change is clear definition of present practices. Additionally, the perceived value of these practices by the practitioners themselves must be identified.

Defined Purposes of the Study

In identifying the characteristics of present practices the purposes of this research study are two fold:

a. to identify the practices and attitudes of major Colorado public and private employers toward career development of sub-professional employees, and

b. to prepare a self-assessment questionnaire by which employers can compare their practices to those employers of comparable size and type of business.

Purpose Delimitations:

To meet the objective of purpose one, Colorado employers have been chosen for this study in order to have a manageable group size for statistical, logistical, and financial reasons. Personal conversations with labor leaders, employers, and educational administrators have supported the need for such an analysis as this, in that employee training and development is a critical factor in Colorado's continued economic stability and potential for growth. Results of this study will present labor, industry, and education with an analysis of present sub-professional employee career development practices in Colorado. Sub-professional employees were distinguished in this study for several reasons:

a. funding for this project comes from Vocational Education sources which emphasize less than baccalaureate degree levels of employability training, and

b. recognition that more jobs of the present and the future will have qualifications requiring less than a baccalaureate degree level of education.

Provided with this information it will be possible for education to more ably provide career education activities in the active labor market.[11] Employers will have more specific information regarding Colorado training and development practices which have had positive, curative, and preventive effects on employment--related problems.[12] Organized Labor Unions will have additional information with which to support requests for increased training and education benefits. A summative value of purpose one is anticipation of increasingly attractive or mandated participation of business and industry in national manpower policy by President Carter.[13] When this occurs, data as provided in this study will enhance the timely provision of effective training activities for the targeted populations of the structurally unemployed.

A product of purpose two of this study will be a self-scoring, comparison questionnaire for employers. The design of this questionnaire will enable employers to compare their training practices to practices of those Colorado employers of comparable size. These materials will be intended to raise questions; not to provide answers. A potential result of this products distribution would be the general improvement in the availability and provision of career development programs to employed Colorado sub-professionals.

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[11] Interview with John Brennan (Colorado Cupervisor of Adult Education and General Educational Development), 19 October, 1976.

[12] Stoikov, p. 112.

[13] "Carter's Job Policy: A Key Role for Business," Business Week, 13 December 1976, pp. 63, 66.

Definition of Terms

"Employer Sponsored Programs"--those education/training programs which are financially and/or logistically maintained by employers and their representatives.

Public Education--all learning activities which are sponsored by governmental agencies and provided for the use of the general population.

Career Development--A diagnostic and prescriptive selection of activities which distribute education/training over an individuals life.

Practical Significance--for purposes of this research, response means ($\bar{x}$s) greater than 4.0 and less than 2.0 will be considered as levels of practical significance acceptable to the researcher.

CHAPTER II

REVIEW OF PERTINENT LITERATURE

The search for and review of literature related to the topic of this study suggested that extremely little substantive effort has been directed to the role of employers in the provision of career development programs for sub-professional employees. The following review synopsis is organized under the three areas of research and dissertations, journals, and books, reports and monographs.

Research and dissertations reviewed, identified few examples of explicit concern with the question of employer sponsored career development activities for sub-professional employees. The most specific and comprehensive research to be conducted in the study area is presented in detail. The Bureau of National Affairs invited Industrial and Personnel Relations executives from all types of companies and sections of the country to become members of the panel of the Personnel Policies Forum. These panel members represented both large (1,000 or more employees) and small (less than 1,000 employees) businesses. This panel outlined their policies and procedures regarding various aspects of employment, industrial relations and personnel problems. A 1969 report of practices in training employees focused specifically on the development of job skills and abilities in "rank and file employees" in large and small companies.

Training, in this report was restricted to development of job skills and abilities, excluding, orientation and courses not related directly to job performance. Survey responses were reported in percentages without detail to numbers of companies queried or actual number of respondees.

The panel of the Personnel Policies Forum reported the following survey results:

a. In 50 percent of the surveyed companies, staff personnel have final responsibility for conducting training programs. Thirty percent of the companies place responsibility with line management.

b. Actual teaching is provided by first line management in 60 percent of the companies. Staff provide instruction with and without line assistance in over half the firms. Outside specialists are used by 60 percent of the companies. Sixty percent also stated that they trained in-house instructors.

c. Forty-five percent reported that line and staff share the responsibility for determining training needs. Determination of these needs is most commonly done by observation and analysis of job performance.

d. Seventy percent of the training is provided on company time alone.

e. On-the-job training is the principal method for production, clerical, sales employees and management development candidates.

f. Systematic upgrading programs to prepare employees for potential job advancement are provided by 30 percent of the respondents. Retraining programs for displaced workers are undertaken by 15 percent of the companies.

g. Formal training evaluation is conducted by 70 percent of the companies with effects as demonstrated by job performance being the most common evaluation method. Procedures used for appraisal of training programs include observation of control groups, promotions, cost analysis, turnover rates, and production reports.

h. Identified weaknesses of training programs include lack of coordination; poor scheduling and timing; lack of adequate staff, budget, and facilities; limited evaluation during training and training follow-ups; indifference of older supervisors to any training program.

These findings provide questionable generalizations regarding the status of employee training practices as the methods of data collection and analysis were not available. They do provide suggestions of direction for detailed research of career development practices of employers for sub-professional employees. Selected employer comments provided in this report suggest the range of opinion extremes prevalent then and today:

> We put the monkey on the rank-and-files back. Don't blame outsiders if we hire outsiders for supervisory jobs. (In essence, the employee is entirely responsible for his/her own development.)

or. . .

> We see the training and development function growing in importance--and contributing significantly toward profits and growth over the long term.[14]

Journals

The journals of labor, industry, business, and education offer a wide range of opinions regarding the general value and preferred practices of employee career development. This information is primarily of an overview nature in respect to the sub-professional employee; many references are available with regard to specific management personnel training and career development. The selected references indicate the diversity of opinions and a number of conceptual models which might be developed.

At one end of the opinion range is the belief that little concern or effort will be directed by employers toward career planning. Any programs that might be offered will be ameliorative in nature and directed toward such obvious problems as labor shortage, high absenteeism or poor product quality. Services provided in business and industry are and will be specific and immediate in nature.[15] From this stature an attitude of employee responsibility for eliminating individual obsolescence is presented. Essentially, the company is not alone in responsibility for providing employee training and educational opportunities and alternatives. James Miller has suggested that the responsibilities of the employee should include:

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[14] Personnel Policies Forum, Training Employees 88 (Washington: The Bureau of National Affairs, Inc., 1969), pp. 1-13.

a. personal declaration of war on potential self-obsolescence by planning career development that offers a future,

b. plan short-term, specific training and long-range conceptual education,

c. be willing to modify plans as the need arises, and

d. read, read, read.[16]

Career development for some is much more than a mere training function as Richard Morano sees others describing it.[17] His perception of personnel development includes the uniting of selection, assessment, guidance, training, continuing education, skill inventories, career ladders, transfers, and placement. Supporting each of these functions is the requirement for operational policy provided for and supported by top management. The emphasis of these policies is to support the humanization of organizations as opposed to the organizing of humans.[18]

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[15] Karl R. Kunze, "Business and Industry Look Out For Their Own," American Personnel and Guidance Jouranl 52 (November 1973): 149.

[16] James E. Miller, "Eliminate Your Obsolescence," Journal of Systems Management 27 (November 1976): 35.

[17] Richard A. Morano, "A New Concept in Personnel Development and Employee Relations," Personnel Jouranl, Inc. 53 (August 1974): 609.

Within the area of support for career development programs come a variety of suggestions for specific program activities and general format. Leonard Ackerman suggests that job specific training is too dominant with insufficient effort being directed to more general broadening activities. He emphasizes that too little of tomorrows job demands are known to focus on specific skill training. More importantly, he suggests, is the task of developing. . ."the capacities of broad outlook, flexibility, tolerance for ambiguity, ability to analyze and synthesize, and to be able to make decisions under conditions of risk and uncertainty."[19]

Recognizing that career decisions are affected by a variety of pressures, Richard Frantzgreb believes that supervisors have an important role in career development becasue they:

a. can encourage career planning by making their help personally available,

b. have access to information about development opportunities and progression paths, and

c. are in a position to make some of the career development activities actually happen.[20]

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[18] Thomas L. Morris, "Effective Employee Development in Hospitals," Training and Development Journal 28 (August 1974): 30.

[19] Leonard Ackerman, "Career Development: Preparing Round Pegs for Square Holes," Training and Development Journal 30 (February 1976): 14.

[20] Richard B. Frantzgreb, "Staff Planning and Development: Improving Skills for Motivating," Magazine of Bank Administration, 51 (December 1975): 26.

An extremely critical and summative statement identified is provided by James O'Toole as presented in an article published by the Department of Labor in Work Life. Citing a number of regional and company practices he establishes the premise that large percentages of the adult population have an intrinsic desire for formal and informal training. Their significant preference for on-the-job learning is because of threatening competitiveness and vague abstractness of the formal classroom. Further evidence for decreased formal education in work specifics is shown in decreased demand for college graduates while supply continually rises. The average education required for all jobs in 1940 was ten years and had only risen to 10.5 in 1970.

He further states that: Traditional Vocational Education has no place in dynamic labor markets where workers change careers and jobs quite often (3-4 careers, 10-12 jobs in worklife). Training should become the workplace responsibility allowing schools to return to their primary function of education.

In regards to present employer practices of career development, he believes they do not lead to full human resource development because of:

a. uneven distribution of training opportunities,

b. lack of quality programming,

c. narrow training on specific tasks,

d. untransferability of learned skills, and

   e. lack of employer knowledge about education or individual motivation differences.[21]

Brewer describes one company's commitment to the belief that employees and management can benefit from a sound career counseling program initiated and implemented by the company itself. In maintaining this program, two facets are of equal importance:

1. Identification with the employee of career pressures in three areas:
    a. personal problems directly related to the career
    b. personal problems not directly related to the career
    c. company/institutional problems as perceived by the employee
2. The major operational elements of such a program would include:
    a. orientation of all employees to the employee development program
    b. career planning and guidance workshops
    c. assessment techniques
    d. counseling capabilities
    e. a self-guided career planning manual[22]

In organizing the elements of such a model as this, it is important that the dynamic nature of such a process is recognized. If one considers this to be potentially an integrated manpower resource system, on-going internal analysis is required in each of the following areas:

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[21] James O'Toole, "On-the-Job Learning," Work Life 1 (January 1976): 2-6.

[22] Jack Brewer and N. Marlys, "A New Dimension in Employee Development: A System for Career Planning and Guidance," Personnel Journal 54 (April 1975): 228-231.

a. current inventory of knowledges and skills of personnel

b. gains brought about by recruitment

c. changes due to development and training

d. losses due to terminations

e. estimates of the required future skills inventory

Supervisors of subordinates are also identified as extremely important in the development of self motivation within subordinates.[23]

Books, Reports, and Monographs

Marvin Adelson describes the supply and demand functions of the labor market to mean the continuously improving patterns and qualities of career streams (ladders/lattices) and decisions available to the individual worker. Success in this expectation is dependent upon the effective interaction of intricate subsystems: the individual, education/training, facilitation, and maintenance/innovation subsystems.[24] Areas of effort which might be direction of purpose for these subsystems are Linda Taylors presentation of principles which she considers to be basic to the general appreciation of work and workers. She cites the following as goals of managements commitment to the growth and development of its workers:

a. work content to be demanding in ways other than endurance and to provide variety,

b. worker knowledge of job and his performance quality,

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[23] J. E. Dittrich, "Manpower Development," Management Accounting 57 (October 1975): 29-30.

[24] Marvin Adelson, Manpower Adjustment and the System (Santa Monica: System Development Corporation, 1970), 1-95.

c. continued learning,

d. worker decision making discretion,

e. worker social support and organizational recognition,

f. worker understanding of relationship among his objectives, his company's objectives and the community objectives, and

g. worker feeling that a job is part of a desirable future, but not focused on promotion as the ultimate.[25]

A 1974 Department of Labor Development project initiated the design and implementation of an employee career development progression system in a multi-plant corporation. Their attempts were generally unsuccessful because it was found that seniority, transfer difficulties, closed information networks and the filling of apprenticeship positions through resources outside of plant operations all contributed to unequal access for employee career development. It was further concluded that collective bargaining placed little concern on employee development, adequate information resources are lacking and that employers are most concerned with techniques that affect productivity in a positive manner.[26]

Summative statements for this entire literature review are presented in the findings and recommendations by the Commission on Non-Traditional Study.[27]

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[25] Lynda King Taylor, Not For Bread Alone: An Opportunity for Job Enrichment, (London: Business Books Limited, 1972), pp. 115-122.

[26] Charles Brecker, Career Progression Systems for A Multi-Plant Manufacturing Corporation: Final Report (Manhasset, N.Y.: Information Science, Inc., (1974)), pp. 1-44.

[27] Commission on Non-Traditional Study, Diversity By Design, (San Francisco: Jossey-Bass Publishers, 1973), pp. 2-135.

This commission was created in 1971 to assess the responses of higher education to change in society. Funded by the Carnegie Corporation and the Educational Foundation of America, this group of college, university, and national education leaders sought to determine the present status of non-traditional forms of education and to suggest recommendations for immediate implementation efforts and for activities requiring further research.

Those recommendations which have direct relationship to sub-professional employee education are presented as follows: (The numbers following the page numbers represent the number specifically identified within the report.)

a. Full educational opportunity should be realistically available and feasible for all who may benefit from it, whatever their condition of life. (p. 7, #1)

b. Basic, continuing, and recurrent education should be strengthened and made more available than at present to adults of the United States. (p. 21, #2)

c. Financial support (either scholarships or loans) should be provided to all postsecondary school students on which they may draw according to their educational needs, circumstances of life, and continuing or recurrent interests in improvement. (p. 24, #3)

d. Many kinds of program options or diverse and flexible arrangements for study should be available to each student. (p. 28, #4)

e. Academic recognition should be extended to those students who complete or continue training to meet the country's technical manpower needs. (p. 32, #6)

f. Students of traditional college age should have available to them the same non-traditional opportunities as adult students, including the external degree. (p. 33, #7)

g. Student guidance and counseling services, in specially created centers when necessary and appropriate, should provide expert advice relevant to both individual need and available resources. (p. 35, #8)

h. Information regarding groups in our society now denied full access to education should be collected more systematically and continuously than at present and be widely distributed to policy-makers in both public and private sectors within and outside the academic scene so that they may take appropriate action. (p. 36, #9)

i. There should be continued experimentation with forms of non-traditional study which minimize the traditional rigidities of campus life: time (prescribed years of study); space (residence on campus); and systems of academic accounting (credits or honor points earned). (p. 49, #12)

j. Increased collaboration among existing institutions should be encouraged, including that among public and private institutions. (p. 53, #15)

k. Colleges and Universities should put more emphasis on the avenues they open to learning for its own sake and less on the earning of degrees; adult education which is free of credit should be encouraged; and employers should be made to show clear and justifiable reasons for requiring diplomas or degrees as prerequisites to employment. (p. 59, #20)

l. Admission of students to non-traditional programs should be based on new kinds of examining procedures or more flexible and interpretive application of criteria. (p. 68, #25)

m. New possibilities for campus residential arrangements which can provide an adjunct to learning, primarily for adult students, should be explored and tried. (p. 69, #26)

n. Interruption of study on a planned basis should be accepted by educators and prospective employers as a potentially educational experience for students who elect it. (p. 70, #27)

o. Studies should be undertaken to get definitive answers to such questions as: (a) cost-per-student for providing units of instruction by various non-traditional methods; (b) cost-per-student and cost-per-program of non-traditional programs compared with traditional; and (c) resolution of broad social issues related to financing non-traditional education. (p. 74, #29)

p. Creative ways should be found for coordinating the work of alternative systems with the academic system of education. (p. 87, #34)

q. The techniques used by the Commission on the Accreditation of Service Experience (CASE) of the American Council of Education should be used in other alternate systems to establish credit and other equivalencies for courses offered by government, industry, and other sponsors. (p. 89, #35)

r. The resources of communities and regions should be assessed to create an inventory of existing educational activities conducted by various agencies (business, industry, labor unions, and social, cultural, and collegiate sponsors) and thus identify the total potential of programs, facilities, and faculty. (p. 90, #36)

s. Accrediting agencies should re-examine their standards to see how they need to be changed to allow the diversity required by non-traditional study. (p. 119, #45)

t. New devices and techniques should be perfected to measure the outcomes of many types of non-traditional study and to assess the educative effect of work experience and community service. (p. 125, #47)

u. A national educational registry should be established to evaluate a student's total educational accomplishment as measured by course credits, examinations, or other means, keep a continuing file to which items could be added, and offer advice on ways to complete a degree program. (p. 135, #51)

These literature reviews have gone full circle from businesses attitude of career development being the responsibility of the individual to the belief that the employment sector should be the prime deliverer of training and vocational skill development activities and general human resource development. It is obvious from all of the statements that the employer does play a definite role from provoker to provider of career development opportunities for the employed individual. Many references within the literature are made to the need for personnel development but definitive surveys of employer practices are nearly non existent.[28]

After a thorough review of the literature, the following statements seem justified:

a. Employers present a wide range of attitudes regarding the purposes and value of personnel development.

b. Practices in career development are quite divergent.

c. The responsibility for individual career development is a potentially shared responsibility between the individual and his employer.

d. Individual access to employer sponsored career development programs is often limited by conflicting employment practices such as seniority, and methods of position transfer.

e. Methods of profit expansion and career development may be in conflict.

f. Employer practices and attitudes could have a major effect on the individual career development of the sub-professional employee.

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[28] Gerald G. Somers and Myron Roomkin, "Developing Reliable Data on Training In Industry," Monthly Labor Review 97 (February 1974): 33.

CHAPTER III

PROCEDURES

This research study was undertaken to: (a) identify the practices and attitudes of major Colorado public and private employers toward career development of sub-professional employees; and, (b) to prepare a self-assessment questionnaire by which employers can compare their practices to those employers of comparable size and type of business. The study was exploratory and descriptive in nature and therefore does not have established hypotheses.

Population

Specific Colorado employers with employee totals of more than 250 were designated as the study population. These employers were identified through resources provided by and confirmed to as being the most complete and up-to-date by representatives of the Colorado Divisions of Commerce and Development, and Employment Research and Analysis. A total number of 244 organizations were identified as maintaining a work force of at least 250 employees within the State of Colorado. The identified employers were divided into four composite Standard Industrial Classification groupings. These four were identified as: (1) mining, manufacturing and construction; (2) commercial services; (3) wholesale and retail trade; and (4) public institutions and agencies. These employers, their Standard Industrial Classification Code and group designation are identified in Appendix A.

Instrumentation

A 72 item questionnaire was developed by the researcher as a result of a review of relevant literature and input from advisory committee members, university research experts, and pilot study participants. Their review and recommendations were considered for the purpose of instrument refinement. The items selected (Appendix B) were directed toward eliciting information regarding the following topic areas:

a. existence of sub-professional employee development programs,

b. employee data,

c. percent of training that was job specific,

d. training methods,

e. methods of determining training participation,

f. methods of determining training budgets,

g. means utilized in dissemination of information regarding training opportunities,

h. career counseling activities,

i. means of filling internal position openings,

j. acknowledgement of training completion,

k. discussion of training during union negotiations,

l. participation of employees and/or external advisory committees in development of programs,

m. deliverers of training,

n. methods of determining training activities, and

o. impact of training activities.

The questionnaire was designed utilizing a five-point Likert-style scale with particular attention given to avoidance of fatigue, random choice, and other potentially invalidating characteristics. The scale response alternatives were of several range dimensions: "0" to "100 percent," "usually" to "never," "extremely important" to "not important," "usually to never," and "almost always" to "never."

Panel of Experts

The preliminary draft of the questionnaire topics and items were reviewed by a selected panel of administrators from labor, business, and industry, public agencies, and academia. As a result of their review and suggestions a second draft of selected items was prepared.

Pilot Study

A pilot study was conducted utilizing administrators and training directors of organizations outside of the State of Colorado. The ten organizations selected were of the required minimum employee size and represented each of the study groups. Their completed questionnaire, suggestions, and comments provided the basis for final questionnaire revisions.

Data Collection

Each employer was sent an explanatory letter (Appendix C), Graduate Vocational Education Research Council Report #1 (Appendix D), the questionnaire (Appendix E), a stamped and addressed postal card (Appendix F), and a stamped return envelope. Each of the questionnaires and postal cards had a code number identifying the firm according to Standard Industrial Classification (SIC) characteristics. Postal cards were used to elicit willingness to participate in the study.

Non return of the questionnaire and/or postal card was criteria for sending second sets of letters (Appendix G), questionnaires and return envelope.

Data Analysis Techniques

Returned questionnaires were reviewed initially for completeness and then sorted according to their employer group identification numbers. Only questionnaires which identified the existence of employer sponsored career development programs and had less than four items with ommitted responses were selected for analysis of individual items. Descriptive statistical measures which were employed include percentages of item responses for each category of available responses, means, standard deviations, and standard errors as was appropriate for each of the questionnaire items. These data were displayed by item, response alternatives and employer group (Appendix H). Responses to "other" comments for each item were collected out of the questionnaires for separate analysis.

Summary

The population of this study included Colorado employers who maintain an in-state workforce of at least 250 employees.

A questionnaire, covering the topic areas was assembled after a thorough literature review. The instrument was judged by a panel of selected experts and a follow-up out-of-state pilot study was undertaken for the purpose of refinement of the instrument and/or procedures.

The study data were collected through two mailings of the questionnaires, return envelopes and return post cards. Data analysis procedures included presentation of means and percentages of scale responses for each item for each employer group on all usable questionnaires.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF QUESTIONNAIRE RESPONSES

Introduction

To develop an instrument capable of describing employer sponsored career development programs for sub-professional employees, Colorado employers of at least 250 employees were requested to respond to a questionnaire identifying their practices and attitudes toward career development programs. In order to identify potential practices and attitudes specific to particular kinds of employers, the firms were grouped into four categories: (1) mining, manufacturing and construction; (2) commercial services; (3) wholesale and retail trade; and (4) public institutions and agencies.

Questionnaire items were directed to 15 topic areas (see Chapter 3 for list of areas). The following analysis and interpretation of questionnaire responses are directed to item response means ($\bar{x}$s) greater than 4.0 and less than 2.0. These mean ($\bar{x}$) response levels are considered as meeting practical significance levels acceptable to the researcher. The scale ranges were "0" to "100 percent," "usually" to "never," "extremely important" to "not important," and "almost always" to "never." These scale ranges were all reduced to five-point scales.

Findings

One hundred thirty eight of the 244 contacted employers responded to the mailed questionnaire for a response of 57 percent. Of the total response, 75 employers identified themselves as having employee development programs which indicated that 54.3 percent of the respondees have such programs. Only questionnaires having fewer than four omitted responses were retained for statistical analysis of individual items. These 68 respondents represented 27.5 percent of the population and 49.3 percent of the respondents.

The following lists of findings present the significant questionnaire items as to group and descriptor as well as the identifying degree of applicability to the respective scales. Degree of applicability is identified in parenthesis within the item statement (__). These findings are presented in linear, narrative form to enhance their readability. The quantitive data supporting these findings are detailed in Appendix H.

Group 1: Mining, Manufacturing, Construction

Questionnaire item number:

4. (61 percent) or more of the employees have positions which require less than Bachelor's degree qualifications.

10. Tuition reimbursement is used (less than 21 percent) as a method of providing training.

11. Paid educational leave is used (less than 21 percent) as a method of providing training.

25. Bulletin board notices are (often or usually) used as a means of disseminating information identifying training alternatives and opportunities.

28. Union publications are (seldom or never) used to disseminate information identifying training opportunities and alternatives.

41. Promotion points are (seldom or never) used to acknowledge training completions.

42. Notation in personnel records is (often or usually) used to acknowledge training completion.

43. Skilled and semi-skilled positions are (often or usually) filled through internal staff upgrading.

Group 2: Commercial Services

Questionnaire item number:

9. Traditional, in-house classrooms are used (less than 21 percent) as a method of providing training.

10. Tuition reimbursement is used (less than 21 percent) as a method of providing training.

11. Paid educational leave is used (less than 21 percent) as a method of providing training.

12. "Buddy" assignments are used (less than 21 percent) as a method of providing training.

13. Job rotation is used (less than 21 percent) as a method of providing training.

19. Supervisor recommendation is (often or usually) used to determine participation in training.

20. Training budgets are (often or usually) determined regularly as a part of the operations planning process.

22. Training budgets are (seldom or never) a function of profit.

26. Information identifying training opportunities and alternatives is (seldom or never) disseminated in pay envelope notices.

28. Union publications are (seldom or never) used as a means of disseminating information identifying training opportunities and alternatives.

38. Training completion is (often or usually) acknowledged by certificates.

39. Training completion is (seldom or never) acknowledged by continuing education units.

41. Training completion is (seldom or never) acknowledged by promotion points.

42. Training completion is (often or usually) acknowledged by notation in personnel records.

44. Education/training are (seldom or never) discussed during union negotiations.

47. Training is (often or almost always) conducted by staff personnel.

Group 3: Wholesale and Retail Trade

Questionnaire item number:

9. Traditional in-house classrooms are used (less than 21 percent) as a method of training.

10. Tuition reimbursement is used (less than 21 percent) as a method of providing training.

12. "Buddy" assignments are used (less than 21 percent) as a method of providing training.

18. Participation in training is (seldom or never) determined by seniority.

28. Information identifying training alternatives and opportunities is (seldom or never) disseminated through union publications.

33. Career counseling (seldom or never) results in employees pursuing bachelor's degrees.

34. Career counseling is (seldom or never) required prior to training participation.

41. Training completion is (seldom or never) acknowledged by promotion points.

42. Training completion is (often or usually) acknowledged by notation in personnel records.

43. Skilled or semi-skilled positions are (often or usually) filled through internal staff upgrading.

44. Education/training are (seldom or never) discussed during union negotiations.

46. External advisory committees are (seldom or never) used in employee development.

47. Training is (often or almost always) conducted by staff personnel.

48. Training is (seldom or never) conducted by public educational institutions.

50. Training is (seldom or never) conducted by an outside consultant.

59. Training activities have an (extremely or very important) impact on employee retention.

62. Training activities have an (extremely or very important) impact on employee attitudes.

64. Training activities have an (extremely or very important) impact on plans for operational change.

69. Training activities have an (extremely or very important) impact on the success of your organization.

70. Training activities have an (extremely or very important) impact on organization production.

71. Training activities have an (extremely or very important) impact on morale.

Group 4: Public Institutions and Agencies

Questionnaire item number:

9. Traditional in-house classrooms are used (less than 21 percent) as a method of training.

10. Tuition reimbursement is used (less than 21 percent) as a method of providing training.

11. Paid educational leave is used (less than 21 percent) as a method of providing training.

12. "Buddy" assignments are used (less than 21 percent) as a method of providing training.

13. Job rotation is used (less than 21 percent) as a method of providing training.

19. Supervisor recommendation is (usually or often) used to determine participation in training.

25. Information identifying training alternatives and opportunities is (usually or often) disseminated through bulletin board notices.

26. Information identifying training opportunities and alternatives is (seldom or never) disseminated in pay envelope notices.

28. Union publications are (seldom or never) used as a means of disseminating information identifying training opportunities and alternatives.

29. Information identifying training alternatives and opportunities is (usually or often) disseminated thru personal contact by management.

35. Career counseling information is (usually or often) utilized in planning of training activities.

Item Commonality

Among the four groups, four items were found to be collectively significant in the same direction:

10. Tuition reimbursement is used (less than 21 percent) as a method of providing training.

42. Training completion is (often or usually) acknowledged by notation in personnel records

28. Union publications are (seldom or never) used as a means of disseminating information identifying training opportunities and alternatives.

41. Training completion is (seldom or never) acknowledged by promotion points.

Polarization

As the mean $(\bar{x})$ responses for each group was compared within the individual items, none were found to be of practical significance in opposite directions; greater than 4.0 vs. less than 2.0.

Examples of this would be items 18 and 19 (See Appendix H); item 18, group 3 has a mean $(\bar{x})$ of 4.500 and none of the other three groups have means $(\bar{x}s)$ of less than 2.0 while 1 and 3 are not of practical significance at a level greater than 4.0. This reverse relationship is noted to be absent throughout the data analysis. This finding suggests that there is an absence of practically significant disagreement among the employer groups within the individual items.

Directions of Significance

Analysis of the significant items for the individual groups identifies the following distribution of responses on the basis of frequency at either end of the available scales identifying the level of occurrence and/or importance:

	Occurs Often/ Very Important	Occurs Seldom/ Slightly Important
Group 1--item frequency	4	4
Group 2--item frequency	5	11
Group 3--item frequency	9	12
Group 4--item frequency	4	10
Total	22	37

A possible interpretation of these directions of significance is that the respondents are better able to identify practices and attitudes that are of low importance or occurrence as compared to those which are very important or are often occurring.

Areas of Interest

Among the 15 topic areas to which questionnaire items were directed, significant items were identified in the following topic areas:

Group 1: Mining, Manufacturing, Construction--employee data (item 4), training methods (item 10, 11), dissemination of training information and alternatives (item 25, 28), acknowledgement of training completion (items 41, 42), and means of position filling (item 43).

Group 2: Commercial Services--training methods (items 9, 10, 11, 12, 13), methods of determining training participation (item 19), determination of training budgets (items 20, 22), dissemination of information regarding training opportunities and alternatives (items 26, 28), acknowledgement of training completion (items 38, 39, 41, 42), discussion of training during union negotiations (item 44), delivery of training (item 47).

Group 3: Wholesale and Retail Trade--training methods (items 9, 10, 12), methods of determining training participation (item 18), dissemination of information regarding training opportunities and alternatives (item 28), career counseling activities (items 33, 34), position filling (item 47), acknowledgement of training completion (items 41, 42), discussion of training in union negotiations (item 44), participants in development of employee programs (item 46), deliverers of training (items 47, 48, 50), impact of training activities (items 59, 62, 64, 69, 70, 71).

Group 4: Public Institutions and Agencies--training methods (items 9, 10, 11, 12, 13), methods of determining training participation (item 19), dissemination of information regarding training opportunities and alternatives (items 25, 26, 28, 29), career counseling activities (item 35), acknowledgement of training completion (items 40, 41, 42).

Items Without Significant Response Levels

The following 34 items were not responded to significantly in either direction by any of the study groups:

Item No. 5: What is the approximate percentage of non-degree employees who participated in training sponsored by your organization during 1976?

Item No. 6: What approximate percentage of this training was job specific rather than general orientation or plant safety as might be received by all employees?

Item No. 7: What approximate percentage is OJT for new or unskilled workers used as a method of providing training?

Item No. 8: What approximate percentage is OJT for upgrading used as a method of training?

Item No. 14: Participation in training is determined by self selection.

Item No. 15: Participation in training is determined by production priorities.

Item No. 16: Participation in training is determined by employee potential.

Item No. 17: Participation in training is determined by individual career development plan.

Item No. 21: Training budgets are justified on the basis of cost/benefit.

Item No. 23: Training budgets are a function of total administrative budget.

Item No. 24: Information identifying training alternatives and opportunities are disseminated through organizational publications.

Item No. 27: Information identifying training alternatives and opportunities is disseminated through departmental meetings.

Item No. 31: Career counseling utilizes formal testing.

Item No. 32: Career counseling results in formal career plans.

Item No. 36: Career counseling occurs as a result of employee requests.

Item No. 37: Positions other than entry level are filled through outside recruitment.

Item No. 45: Participation of sub-professionals in development of training plans and schedules.

None of the items regarding the manner in which training activities are determined (items 51-58) were responded to significantly. These included the following actions and activities: employer requests, production changes, administrative procedure changes, identified skill requirements, internal upgrading needs, new position creation, overall management plan of personnel development, and a job restructuring or job analysis.

Training activities were not identified as having significant impact on the following activities: (60) promotion practices, (61) equal opportunity compliance, (63) employee turnover, (65) technical innovations, (66) understanding of total operations, (67) absenteeism, (68) employee reclassification, or (72) upgrading/promotion.

Other Comments by Respondents

Selected sections of the questionnaire provided an opportunity for respondees to list their own prominent activities in the areas of: methods of providing training, training budgets, means of disseminating training information regarding alternatives and opportunities, career counseling, acknowledgement of training activities, deliverers/conductors of training activities, methods of determining training activities, and the impact of training activities. The following statements are the "other" comments delivered through the completed questionnaires:

a. Seminars, apprenticeships and trade meetings are also used as methods of providing training.

b. Budgets are also determined through union and State legislative support.

c. Career counseling also occurs as a result of supervisor requests.

d. Training completion is also acknowledged by department managers and supervisors; by eligibility to apply for promotion examinations; by licensure; by salary bonuses; and, by publicity for significant accomplishment.

e. Training is also conducted by the Mountain States Employer Council, and by private schools.

f. Training activities also have an extremely important impact upon staying non-union, and the changing of behaviors and attitudes.

CHAPTER V

SUMMARY AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

Employers are continuously faced with the question of whether to buy or train their skilled position employees. If "buy" is the solution, the results create/maintain certain kinds of supply/demand problems:

a. by inducing employees to leave one employer for another through economic or other types of benefits, demand for skills is not reduced, only changed in loci, and

b. entry level positions are not increased through openings created by internal upward mobility.

Both situations are extremely problematic and the buying of skills does little to alleviate the social and economic pressures of a high supply, low demand labor market economy. Artificial creation of entry level positions is strictly a short-term solution to a dynamic problem. One approach to reconciling the supply/demand imbalance of skilled labor is the emphatic support of government, employers, and education toward internal training and upgrading of employees. Not only are the skills of the employed strengthened and expanded, but such practices would increase the transition of secondary labor market participants into primary labor market demand, and job stability. Subsequently, the increase of secondary position vacancies create a demand for the unemployed and new labor market entries.

Efforts which are directed toward the economic and social issues of labor market supply and demand must be multifarious due to the dynamic nature of the total problem. This research is directed toward the identification of career development activities conducted by Colorado employers of two hundred and fifty (250) or more employees. Of specific interest are the activities sponsored and/or provided by the employers for sub-professional employees.

Believing that the necessity of change in labor market practices is inevitable, the researcher initiated this study to identify the practices and attitudes of major Colorado public and private employers toward career development of sub-professional employees. A second purpose of this study was the preparation of a self-assessment questionnaire by which employers can compare their practices to those employers of comparable size and type of business endeavor.

A search for and review of literature related to the study topic made clear that little substantive effort had been directed toward describing the role of employers in the provision of career development programs for sub-professional employees. The literature reviews indicated a full circle of attitudes by employers from one of career development being the responsibility of the individual to the belief that the employment sector should be the prime deliverer of training and vocational skill development. It was obvious that, in practice, the employer plays a full range of roles in career development from promoter to provider of career development activities and opportunities for the employed individual.

In order to accomplish the two purposes of this study, a questionnaire was developed through the use of a panel of experts, University research authorities, and out-of-state pilot study participants. Data were collected through a mailed questionnaire to 244 Colorado employers who employed at least 250 employees. Data analysis included the identification of significant mean ($\bar{x}$) responses on the individual questionnaire items for each of the four composite employer activities of mining, manufacturing and construction, commercial services, wholesale and retail trade, and public institutions and agencies.

Purpose 1

Purpose 1 of this study was to identify the practices and attitudes of major Colorado public and private employers toward career development of sub-professional employees. The following summative statements are presented as to four employer activity categories:

Group 1: Mining, Manufacturing, and Construction. This employer group presented seven practices which, as a group, it significantly maintains within its provision of an on-going employee development program. Within its labor force, 61 percent or more of the employees have positions which require less than Bachelors' degree qualifications. Less than 21 percent of the training is provided through either paid educational leave or tuition reimbursement methods. Dissemination of information regarding training opportunities and alternatives often occurs through the use of bulletin board notices while union publications are seldom used for this purpose. Acknowledgement of training completion is often accomplished through notation in personnel records while promotion points are seldom used. Skilled and semi-skilled positions are often filled through internal upgrading.

Group 2: Commercial Services. The business endeavors of commercial services significantly agreed that in-house classrooms, tuition reimbursement, paid educational leave, "buddy" assignment and job rotation are used less than 21 percent as methods of providing training. Supervisor recommendations are often used to determine participation in training. Training budgets are often determined regularly as a part of the operations planning process while, in turn, they are seldom a function of profit. Information identifying training opportunities and alternatives are seldom disseminated through the use of union publications or the use of pay envelope notices. Training completion acknowledgement is often accomplished through certificates or notation in personnel records while seldom occuring through promotion points or continuing education units. Training is often conducted by staff personnel. Discussion of Education/training seldom occurs during union negotiations.

Group 3: Wholesale and Retail Trade. The wholesale and retail trade employer respondees provided significant responses to 21 individual questionnaire items. Use of tuition reimbursement, traditional in-house classrooms, or "buddy" assignments were noted to occur less than 21 percent as a method of training. Actual participation in training is seldom determined by seniority. Dissemination of information identifying training opportunities and alternatives seldom occurs through the use of union publications. Career counseling seldom results in employees pursuing Bachelors' degrees nor is it required prior to participation in training programs. Training completion is often accomplished through notation in personnel records while promotion points are seldom used as a form of acknowledgement. Skilled or semi-skilled positions are often filled through internal staff upgrading. Education/training are seldom discussed during union negotiations. External advisory committees are seldom used in employee development. Training is almost always conducted by staff personnel while seldom being conducted by outside consultants or public educational institutions. Training activities have a very important impact on employee retention and attitudes, and on plans for operational changes. Training activities also have a very important impact on organization production, morale, and success.

Group 4: Public Institutions and Agencies. These institutions and agencies use the following less than 21 percent as methods of training: job rotation, buddy assignment, paid educational leave, tuition reimbursement, and traditional in-house classrooms. Supervisor recommendations are often used to determine training participation. Information identifying training opportunities is seldom disseminated through pay envelope notices or union publications while often occurring through bulletin board notices and personal contact by management. Career counseling is often utilized in the planning of training activities. Training completion is often acknowledged by notation in personnel records while seldom occurring through merit pay increases or promotion points.

Purpose 2

Purpose 2 of this study was to prepare a self-assessment questionnaire by which employers can compare their practices to those employers of comparable size and type of business. The sample questionnaires in Appendix I were designed by the researcher to fulfill the objective of purpose two.

The items selected are those which were found to be significant in each of the respective employer groups. Their use and value will be at the discretion of each individual and organization within Colorado which considers discrepancies in practices and/or attitudes identified between their organizations and those of the comparable employers participating in this study.

Recommendations for Further Research

A review of the entire study suggests the following questions be considered as potential topics for further research:

a. Are employers better able to identify characteristics and practices which they do not concur with than those they support and utilize?

b. Are employers heterogeneous in their practices and attitudes regarding employer sponsored career development programs?

c. Do employers utilize a variety of training methods in employee development?

d. Is on-the-job training the most efficient and effective means of employee training?

e. What is the impact of employer sponsored career development programs for sub-professional employees on cost/benefit?

f. What are the roles of public education in supporting employer sponsored career development programs?

g. What are the effects of employer sponsored career development programs on the number and quality of position openings available to the labor market supply?

APPENDIX

APPENDIX A

EMPLOYER LISTINGS

Group One: Mining, Manufacutring, and Construction

Name of Employer	Standard Industrial Classification Code
A. B. HIRSCHFELD PRESS	2792
ABEX CORP.	3321
ADOLPH COORS CO.	2082
AIRCRAFT MECHANICS, INC.	3728
ALPHA BETA ACME PACKING	2011
ALPINE DESIGNS	2329
AMERICAN CRYSTAL SUGAR	2063
AMOCO PRODUCTION	1311
AMPEX CORP.	3651
AMPHENOL CADRE DIVISION	3679
ASPEN SKIWEAR	2329
BALL BROTHERS REAEARCH CORP.	3662
BAYLY CORP.	2328
BEATRICE FOODS	2026
BEECH AIRCRAFT	3728
BELL PLUMBING AND HEATING	1711
C. A. NORGREN	3494
CENTRAL HOMES, INC.	2451
CENTRIC CORP.	1611
CF & I ENGINEERS	3651
CF & I STEEL, ALLEN MINE	1211
CF & I STEEL	3312

Name of Employer	Standard Industrial Classification Code
CLIMAX MOLYBDENUM	1069
COBE LABORATORIES	3842
COLORADO CONSTRUCTORS	1611
COLORADO MILLING AND ELEVATOR	2041
COLORADO PIPELINES	1623
COMMUNITY PUBLICATIONS	2711
CONTINENTAL OIL	2911
COORS PORCELAIN	3269
CUDAHY FOODS	2011
DANA CORP.	3592
DENVER BRICK AND PIPE	3251
DENVER EQUIPMENT DIVISION, JOY MANUFACTURING	3532
DENVER POST	2711
DIXSON, INC.	3645
EASTMAN KODAK	3861
ESTES INDUSTRIES	3944
EXETER DRILLING	1381
FORNEY INDUSTRY	3623
GATES RUBBER	3041
GARDNER-DENVER, DENVER DIVISION	3532
GAZETTE TELEGRAPH	2711
GENERAL CABLE CORP.	3564
GENERAL IRON WORKS	3531
GERRY DIVISION, OUTDOOR SPORTS	2329
GOULD INC., FILTER DIVISION	3714

Name of Employer	Standard Industrial Classification Code
GREAT WESTERN SUGAR	2063
GULF OIL/GULF ENERGY AND MINERALS	1311
HAUSMAN CORP.	3449
HEAD SKI DIVISION, AMF CORP.	3949
HENSEL PHELPS CONSTRUCTION CO.	1611
HEWLETT-PACKARD	3825
HOLLY SUGAR	2063
HONEYWELL	
A. Test Instruments Division	3825
B. Photographic Products Division	3825
HOWARD ELECTRIC/MECHANICAL	1731
IDARADO MINING COMPANY	1031
IDEAL BASIC INDUSTRIES	3241
INFORMATION HANDLING SERVICES	2741
INTERNATIONAL BUSINESS MACHINES	3573
ITT CONTINENTAL BAKING	2051
JEPPESEN SANDERSON	2741
JOHNS-MANVILLE	3295
KAIBAB INDUSTRIES	2421
KAMAN SCIENCES	3679
KEEBLER COMPANY	2052
KUNER EMPSON	2033
LANGE COMPANY, DIVISION GARCIA CORP.	3949
LITVAK MEAT	2011
LONGMONT TURKEY PROCESSORS	2015

Name of Employer	Standard Industrial Classification Code
LOOART PRESS	2771
MARATHON OIL RESEARCH CENTER	1311
MARTIN-MARIETTA AEROSPACE	3764
MIDCONTINENTAL COAL AND COKE	1211
MINING AND SMELTER SUPPLY	3532
MOBIL OIL	1311
MONFORT OF COLORADO	2011
MONAGHAN COMPANY	3842
NATKIN AND COMPANY	1711
NIBCO OF COLORADO	3494
NIELSONS, INC.	1611
NEW JERSEY ZINC COMPANY	1031
PERL-MACK COMPANIES (THE)	1521
PETER KIEWIT AND SONS	1611
PHILLIPS PETROLEUM	1311
PRESTRESSED CONCRETE OF COLORADO	3272
RALSTON-PURINA	2047
ROBINSON BRICK AND TILE	3251
ROCKMONT ENVELOPE	2642
ROCKWELL INTERNATIONAL ATOMICS INTERNATIONAL DIV.	2898
ROCKY MOUNTAIN BANK NOTE	2752
ROCKY MOUNTAIN NEWS	2711
ROCKY MOUNTAIN ORTHODONTICS	3843
ROCKY MOUNTAIN PRESTRESS	3272
RUSSELL STOVER CANDIES	2065

Name of Employer	Standard Industrial Classification Code
SAMSONITE CORP.	3161
SAN JUAN LUMBER	2421
SHELL CHEMICAL	2879
SHEPARDS CITATIONS	2731
SIGMAN MEAT	2011
SPARTON COLORADO	3679
STATITROL CORP.	3829
STEARNS-ROGER	1629
STERLING COLORADO BEEF	2011
STONE AND WEBSTER ENGINEERING	1629
STORAGE TECHNOLOGY CORP.	3573
STURGEON ELECTRIC	1731
SUNDSTRAND-DENVER	3726
TELEDYNE WATER PIK	3843
THOMPSON PIPE AND STEEL	3498
TIMPTE INDUSTRIES	3713
U.S. STEEL, SOMERSET MINE	1211
ULTRONIX	3679
UNION CARBIDE, MINING AND METALS	1094
UNITED PACKING	2011
WESCO FABRICS, INC.	2391
WESTERN CANNING COMPANY	2033
WESTERN ELECTRIC	3661
WESTERN FORGE	3423
WILHELM FOODS	2013

Name of Employer	Standard Industrial Classification Code
WOOD BROTHERS HOMES	1521
WOODWARD GOVERNOR COMPANY	3519
WRIGHT AND MC GILL	2949

Group Two: Commercial Services

ALLSTATE INSURANCE	6331
ASPEN SKIING CORP.	7999
ATCHISON, TOPEKA, AND SANTA FE RAILROAD	4011
BETH ISRAEL HOPSITAL	8062
BLUE CROSS-BLUE SHIELD	6324
BROADMOOR HOTEL	7011
BROWN PALACE HOTEL	7011
BURLINGTON NORTHERN/COLORADO AND SOUTHERN RAILROAD	4011
CABLECOM GENERAL	4899
CENTRAL BANK AND TRUST	6021
CHILDREN'S HOSPITAL	8026
COLORADO INTERSTATE CORP.	4922
COLORADO NATIONAL BANK	6021
COLORADO STATE HOSPITAL	8062
CONSOLIDATED FREIGHTWAYS	4211
CONTINENTAL AIRLINES	4511
DENVER GENERAL HOSPITAL	8062
DENVER HILTON	7011
DENVER AND RIO GRANDE WESTERN RAILROAD	4011
DINERS CLUB	6153
FIRST NATIONAL BANK OF DENVER	6021

Name of Employer	Standard Industrial Classification Code
FITZSIMMONS ARMY MEDICAL CENTER	8062
FORT LOGAN MENTAL HEALTH CENTER	8062
FRONTIER AIRLINES	4511
GENERAL ROSE MEMORIAL HOSPITAL	8062
ILLINOIS-CALIFORNIA EXPRESS	4211
IML FREIGHT	4211
LUTHERAN HOSPITAL AND MEDICAL CENTER	8062
MERCY HOSPITAL	8062
MOORE REALTY	6531
MOUNTAIN STATES TELEPHONE	4811
NATIONAL CENTER FOR ATMOSPHERIC RESEARCH	8922
NAVAJO FREIGHT LINES	4211
NEODATA SERVICES	7399
PACIFIC INTERMOUNTAIN EXPRESS (PIE)	4211
PARKVIEW ESPISCOPAL HOSPITAL	8062
PENROSE HOSPITAL	8062
PORTER MEMORIAL HOSPITAL	8062
POUDRE VALLEY MEMORIAL HOSPITAL	8062
PRESBYTERIAN MEDICAL CENTER	8062
PRUDENTIAL INSURANCE COMPANY	6311
PUBLIC SERVICE COMPANY OF COLORADO	4931
RINGSBY-UNITED	4211
RIO GRANDE MOTOR WAY	4211
SECURITY LIFE OF DENVER	6311
ST. ANTHONY'S HOSPITAL	8062

Name of Employer	Standard Industrial Classification Code
ST. JOSEPH'S HOSPITAL	8062
ST. LUKE'S HOSPITAL	8062
ST. MARY CORWIN HOSPITAL	8062
ST. MARY'S HOSPITAL	8062
STATE FARM INSURANCE	6331
SWEDISH MEDICAL CENTER	8062
TIME-DC TRUCKING	4211
UNITED AIR LINES	4511
UNITED BANK OF DENVER	6021
VAIL ASSOCIATES	7999
VALLEY VIEW HOSPITAL AND MEDICAL CENTER	8062
VAN SCHAACK AND COMPANY	6531
VETERANS ADMINISTRATION HOSPITAL (Denver)	8062
VETERANS ADMINISTRATION HOSPITAL (Fort Lyon)	8062
WEICKER TRANSFER AND STORAGE	4213
WELD COUNTY GENERAL HOSPITAL	8062
WESTERN AIRLINES	4511
WESTERN ELECTRIC	5063

Group Three: Wholesale and Retail Trade

CHEVRON OIL	5171
CITY MARKETS	5411
COLORADO ASSOCIATED GROCERS	5141
DENVER DRY GOODS COMPANY	5311
FASHION BAR	5651
IBM CORP.	5081

Name of Employer	Standard Industrial Classification Code
J. C. PENNY COMPANY	5311
JOSLINS	5651
KING SOOPERS	5411
MAY D & F	5311
MONTGOMERY WARD	5311
NEUSTETERS	5651
SAFEWAY STORES	5411
SEARS, ROEBUCK AND COMPANY	5311
SEVEN-ELEVEN STORES	5411
TARGET STORES	5311
Group Four: Public Institutions and Agencies	
AIR FORCE ACCOUNTING CENTER	
AURORA SCHOOL DISTRICT 28J	8211
BOULDER VALLEY SCHOOL DISTRICT RE2	8211
BUREAU OF RECLAMATION	
COLORADO SPRINGS SCHOOL DISTRICT	8211
COLORADO STATE UNIVERSITY	8211
COMMUNITY COLLEGES OF DENVER	8211
DENVER SCHOOL DISTRICT	8211
DEPARTMENT OF AGRICULTURE	
A. Agriculture Research	
B. Forestry Service	
DEPARTMENT OF HIGHWAYS	
DEPARTMENT OF INSTITUTIONS	
DEPARTMENT OF LABOR AND EMPLOYMENT	

Name of Employer	Standard Industrial Classification Code
DEPARTMENT OF NATURAL RESOURCES	
DEPARTMENT OF REVENUE	
ENT AIR FORCE BASE/PETERSON FIELD/NOROD	
FORT CARSON ARMY BASE	
GREELEY SCHOOL DISTRICT 6	8211
JEFFERSON COUNTY SCHOOL DISTRICT R-1	8211
JUDICIAL BRANCH	
LITTLETON SCHOOL DISTRICT 6	8211
LOWRY AIR FORCE BASE	
MESA COUNTY SCHOOL DISTRICT 51	8211
METROPOLITAN STATE COLLEGE	8221
NATIONAL BUREAU OF STANDARDS/NOAA	
NORTHGLENN-THORNTON SCHOOL DISTRICT 12	8211
POST OFFICE	
PURDRE VALLEY DISTRICT R-1	8211
PUEBLO ARMY DEPOT	
PUEBLO SCHOOL DISTRICT 60	8211
SOUTHERN COLORADO STATE COLLEGE	8221
ST. VRAIN VALLEY SCHOOL DISTRICT RE 1J	8211
UNIVERSITY OF COLORADO	8221
UNIVERSITY OF COLORADO MEDICAL CENTER	8221
UNIVERSITY OF DENVER	8221
UNIVERSITY OF NORTHERN COLORADO	8221
U.S. GEOLOGICAL SURVEY	
WESTMINSTER SCHOOL DISTRICT	8211

APPENDIX B

QUESTIONNAIRE ITEMS: EMPLOYEE DEVELOPMENT PRACTICES

In Your Organization:

1. Is there an employee development program for sub-professionals in operation? If NO, please sign and return, as the following questions will not be appropriate for your organization.
2. Total number of employees_____________
3. Number of employees whose major responsibility is employee development.
4. What is the approximate percentage of employees whose positions do not require bachelors' degree qualifications?
5. What is the approximate percentage of non-degree employees who participated in training sponsored by your organization during 1976?
6. What approximate percentage of this training was job specific rather than general orientation or plant safety as might be received by all employees?

What approximate percentage of the following are used as methods of providing training?

7. On the job training (new or unskilled workers)
8. On the job training (upgrading)
9. Traditional classroom (in-house)
10. Tuition reimbursement
11. Paid educational leave
12. "Buddy" assignment
13. Job rotation

Participation in training is determined by:

14. Self selection
15. Production priorities
16. Employee potential
17. Individual career development plans
18. Seniority
19. Supervisor recommendations

To what extent are training budgets:

20. Determined regularly as part of operations planning process

21. Justified on basis of cost/benefit

Function of:

22. Profit

23. Total administrative budget

Information identifying training alternatives and opportunities are disseminated in the following ways:

24. Organizational publications

25. Bulletin board notices

26. Pay envelope notices

27. Departmental meetings

28. Union publications

29. Personal contact by management

Career counseling:

30. Is provided

31. Utilizes formal testing

32. Results in formal career plans

33. Results in employees pursuing Bachelors Degree

34. Is required prior to training participation

35. Information is utilized in planning of training activities

36. Occurs as a result of employee requests

37. Positions other than entry level are filled through outside recruitment

Training completion is acknowledged by:

38. Certificates

39. Continuing education units

40. Merit pay increases

41. Promotion points

42. Notation in personnel records

43. Skilled and semi-skilled positions are filled through internal staff upgrading

44. Please indicate level of occurrence of discussion of education/training during union negotiations

45. Estimate the participation of sub-professionals in development of training plans and schedules

46. Estimate the use of external advisory committees in employee development

Training is conducted by:

47. Staff personnel

48. Public educational institutions

49. Line personnel

50. Outside consultant

Training activities are determined by:

51. Employee requests

52. Production changes

53. Administrative procedure changes

54. Identified skill requirements

55. Internal upgrading needs

56. New position creation

57. Overall management plan of personnel development

58. Job restructure or job analysis

In your estimation, what impact do training activities have on the following:

59. Employee retention

60. Promotion practices

61. Equal opportunity compliance

62. Employee attitudes

63. Employee turnover

64. Plans for operational change

65. Technical innovations

66. Understanding of total operations

67. Absenteeism

68. Employee reclassification

69. Success of your organization

70. Production

71. Morale

72. Upgrading/promotion

Other, please list

APPENDIX C

FIRST LETTER

March 11, 1977

Greetings:

The University of Northern Colorado in its continued effort to provide valuable information and services to the people of Colorado is in need of your assistance. In order for us to provide improved Vocational Education services to both the non-degreed employee and their Colorado employers we need information describing your organizations efforts in providing employee training and career development services.

The attached questionnaire will take a few minutes of your time, but your response will enable us to provide a much clearer description of employer-sponsored practices prevalent in the State. This information will enable Vocational Education to provide better services to the non-degreed employee; additionally, the final report of our project will make it possible for you to evaluate your own efforts in relation to practices of comparable sized organizations in the same Standard Industrial Classification Code.

We have included the following enclosures to enhance your understanding of the project objectives and to expedite completion so that results may be of use to us both at the earliest possible date:

1. Research Abstract: Total project activities.
2. Questionnaire: The topics were selected from literature reviews, surveys of out-of-state personnel directors, and our best estimates. please use the "other" spaces as you identify practices or activities we've overlooked.
3. Return Post-Card: We know you may not be able to complete this questionnaire today, and your immediate return of this card allows us to keep project expenses to a minimum by avoiding needless second and third mailings.

We need your assistance to accurately describe Colorado employer practices, and I am thanking you in advance for your cooperation and attention to this request.

Sincerely,

Michael V. Weerts
Research Associate

Enclosures
dde

APPENDIX D

REPORT NUMBER ONE

DATE July 15, 1976 **Report:** No. 1

Graduate Vocational Education Research Council
College of Education--Graduate Vocational Teacher Education
Adult Vocational Education Research and Development Project
(July 1, 1976-June 30, 1977)

GENERAL INFORMATION

The following information relates to an USOE Project, funded under Public Law 90-576, Part C, Section 131 (a)--Research and Training--of the Vocational Education Act of 1963 as amended. The co-directors of the project are Dr. Louise J. Keller and Dr. Lois W. Bennett. The Research Associates are Charlene Collins, Edna Peart, Anita Salazar, Larry Warner, and Michael Weerts.

MAJOR THRUSTS OF THE PROJECT

1. Conduct a series of literature searches related to adult vocational education.
2. Complete a series of related studies entitled:

   *Determination of the Status of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions.

   *Assessment of Cooperative Agreements between Colorado Community Colleges, Area Vocational-Technical Schools and Business, Industry, and Labor.

   *Development of an Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees.
3. Conduct a Colorado Postsecondary Adult Cooperative Vocational Education Conference at UNC, January 25-28, 1977
4. Develop instructional modules for the improvement of content and delivery of university graduate-level introductory instruction in adult vocational education.

PLEASE NOTE

Several steering committees composed of representatives from Colorado's vocational education programs as well as from business, industry, and labor will be involved with this project. Postsecondary institutions and their vocational education personnel will be asked to cooperate with the research associates to meet objectives of the R and D activities. The time frame for this project is only one year. Your cooperation and support during this fiscal year will be appreciated.

* * * * * * * *

APPENDIX E

QUESTIONNAIRE

EMPLOYEE DEVELOPMENT PRACTICES

1-3 ______

IN YOUR ORGANIZATION:

- Is there an employee development program for sub-professionals in operation? If NO, please sign and return, as the following questions will not be appropriate for your organization. (1) YES____ (2) NO____ 4 ______
- Total number of employees______ 5-9 ______
- Number of employees whose major responsibility is employee development. (Please circle)

  0, 1, 2, 3, 4, 5, 6, 7, 8, 9, #____ 10-11 ______

(Please check)

	(1)0-20%	(2)21-40%	(3)41-60%	(4)61-80%	(5)81-100%	
• What is the approximate percentage of employees whose positions do not require bachelors' degree qualifications?	(1)	(2)	(3)	(4)	(5)	12
• What is the approximate percentage of non-degree employees who participated in training sponsored by your organization during 1976?	(1)	(2)	(3)	(4)	(5)	13
• What approximate percentage of this training was job specific rather than general orientation or plant safety as might be received by all employees?	(1)	(2)	(3)	(4)	(5)	14
• What approximate percentages of the following are used as methods of providing training?						
a. On the job training (new or unskilled workers)	(1)	(2)	(3)	(4)	(5)	15
b. On the job training (upgrading)	(1)	(2)	(3)	(4)	(5)	16
c. Traditional classroom (in-house)	(1)	(2)	(3)	(4)	(5)	17
d. Tuition reimbursement	(1)	(2)	(3)	(4)	(5)	18
e. Paid educational leave	(1)	(2)	(3)	(4)	(5)	19
f. "Buddy" assignment	(1)	(2)	(3)	(4)	(5)	20
g. Job rotation	(1)	(2)	(3)	(4)	(5)	21
h. Others, please list ______________	(1)	(2)	(3)	(4)	(5)	
______________	(1)	(2)	(3)	(4)	(5)	

	(1)USUALLY	(2)OFTEN	(3)OCCASIONALLY	(4)SELDOM	(5)NEVER	
• Participation in training is determined by:						
a. Self selection	(1)	(2)	(3)	(4)	(5)	22
b. Production priorities	(1)	(2)	(3)	(4)	(5)	23
c. Employee potential	(1)	(2)	(3)	(4)	(5)	24
d. Individual career development plans	(1)	(2)	(3)	(4)	(5)	25
e. Seniority	(1)	(2)	(3)	(4)	(5)	26
f. Supervisor recommendations	(1)	(2)	(3)	(4)	(5)	27
• To what extent are training budgets:						
a. Determined regularly as part of operations planning process	(1)	(2)	(3)	(4)	(5)	28
b. Justified on basis of cost/ benefit	(1)	(2)	(3)	(4)	(5)	29
c. Function of						
1. Profit	(1)	(2)	(3)	(4)	(5)	30
2. Total administrative budget	(1)	(2)	(3)	(4)	(5)	31
d. Other, please list						
______________________	(1)	(2)	(3)	(4)	(5)	
______________________	(1)	(2)	(3)	(4)	(5)	
• Information identifying training alternatives and opportunities are disseminated in the following ways:						
a. Organizational publications	(1)	(2)	(3)	(4)	(5)	32
b. Bulletin board notices	(1)	(2)	(3)	(4)	(5)	33
c. Pay envelope notices	(1)	(2)	(3)	(4)	(5)	34
d. Departmental meetings	(1)	(2)	(3)	(4)	(5)	35
e. Union publications	(1)	(2)	(3)	(4)	(5)	36
f. Personal contact by management	(1)	(2)	(3)	(4)	(5)	37
g. Other, please list						
______________________	(1)	(2)	(3)	(4)	(5)	
______________________	(1)	(2)	(3)	(4)	(5)	

• Career counseling:	(1) YES	(2) NO				38
a. Is provided (If NO, disregard b thru g.)						
	(1)USUALLY	(2)OFTEN	(3)OCCASIONALLY	(4)SELDOM	(5)NEVER	
b. Utilizes formal testing	(1)	(2)	(3)	(4)	(5)	39
c. Results in formal career plans	(1)	(2)	(3)	(4)	(5)	40
d. Results in employees pursuing Bachelors Degree	(1)	(2)	(3)	(4)	(5)	41
e. Is required prior to training participation	(1)	(2)	(3)	(4)	(5)	42
f. Information is utilized in planning of training activities	(1)	(2)	(3)	(4)	(5)	43
g. Occurs as a result of employee requests	(1)	(2)	(3)	(4)	(5)	44
h. Other, please list						
____________________	(1)	(2)	(3)	(4)	(5)	
____________________	(1)	(2)	(3)	(4)	(5)	
• Positions other than entry level are filled through outside recruitment	(1)	(2)	(3)	(4)	(5)	45
• Training completion is acknowledged by:						
a. Certificates	(1)	(2)	(3)	(4)	(5)	46
b. Continuing education units	(1)	(2)	(3)	(4)	(5)	47
c. Merit pay increases	(1)	(2)	(3)	(4)	(5)	48
d. Promotion points	(1)	(2)	(3)	(4)	(5)	49
e. Notation in personnel records	(1)	(2)	(3)	(4)	(5)	50
f. Other, please list						
____________________	(1)	(2)	(3)	(4)	(5)	
____________________	(1)	(2)	(3)	(4)	(5)	
• Skilled and semi-skilled positions are filled through internal staff upgrading	(1)	(2)	(3)	(4)	(5)	51

	(1) ALMOST ALWAYS	(2) OFTEN	(3) OCCASIONALLY	(4) SELDOM	(5) NEVER	
• Please indicate level of occurrence of discussion of education/training during union negotiations	(1)	(2)	(3)	(4)	(5)	52 ____
• Estimate the participation of sub-professionals in development of training plans and schedules	(1)	(2)	(3)	(4)	(5)	53 ____
• Estimate the use of external advisory committees in employee development	(1)	(2)	(3)	(4)	(5)	54 ____
• Training is conducted by:						
a. Staff personnel	(1)	(2)	(3)	(4)	(5)	55 ____
b. Public educational institutions	(1)	(2)	(3)	(4)	(5)	56 ____
c. Line personnel	(1)	(2)	(3)	(4)	(5)	57 ____
d. Outside consultant	(1)	(2)	(3)	(4)	(5)	58 ____
e. Others, please list						
____________	(1)	(2)	(3)	(4)	(5)	
____________	(1)	(2)	(3)	(4)	(5)	
• Training activities are determined by:						
a. Employee requests	(1)	(2)	(3)	(4)	(5)	59 ____
b. Production changes	(1)	(2)	(3)	(4)	(5)	60 ____
c. Administrative procedure changes	(1)	(2)	(3)	(4)	(5)	61 ____
d. Identified skill requirements	(1)	(2)	(3)	(4)	(5)	62 ____
e. Internal upgrading needs	(1)	(2)	(3)	(4)	(5)	63 ____
f. New position creation	(1)	(2)	(3)	(4)	(5)	64 ____
g. Overall management plan of personnel development	(1)	(2)	(3)	(4)	(5)	65 ____
h. Job restructing or job analysis	(1)	(2)	(3)	(4)	(5)	66 ____
i. Others, please list						
____________	(1)	(2)	(3)	(4)	(5)	
____________	(1)	(2)	(3)	(4)	(5)	

- In your estimation, what impact do training activities have on the following:

	Extremely Important	Very Important	Important	Slightly Important	Not Important	
Employee retention	(1)	(2)	(3)	(4)	(5)	67
Promotion practices	(1)	(2)	(3)	(4)	(5)	68
Equal opportunity compliance	(1)	(2)	(3)	(4)	(5)	69
Employee attitudes	(1)	(2)	(3)	(4)	(5)	70
Employee turnover	(1)	(2)	(3)	(4)	(5)	71
Plans for operational change	(1)	(2)	(3)	(4)	(5)	72
Technical innovations	(1)	(2)	(3)	(4)	(5)	73
Understanding of total operations	(1)	(2)	(3)	(4)	(5)	74
Absenteeism	(1)	(2)	(3)	(4)	(5)	75
Employee reclassification	(1)	(2)	(3)	(4)	(5)	76
Success of your organization	(1)	(2)	(3)	(4)	(5)	77
Production	(1)	(2)	(3)	(4)	(5)	78
Morale	(1)	(2)	(3)	(4)	(5)	79
Upgrading/promotion	(1)	(2)	(3)	(4)	(5)	80
Others, please list						
____________________	(1)	(2)	(3)	(4)	(5)	
____________________	(1)	(2)	(3)	(4)	(5)	
____________________	(1)	(2)	(3)	(4)	(5)	

APPENDIX F

POSTAL CARD

QUESTIONNAIRE RESPONSE

Please Check:

_____My Questionnaire response will be in the mail this week.

_____I am not able to participate in this survey.

Name	Organization
Address	City

_____Yes, I wish to receive an abstract of the final project report.

APPENDIX G

SECOND LETTER

April 5, 1977

HELP!! NO MONEY - JUST INFORMATION!!

Last month I sent you a questionnaire which would describe your organization practices regarding employee development; your information is valuable and important. I realize your time is limited, but in order to effectively plan strategies for the future, we need to accurately know the status of the present.

Please complete and return the attached questionnaire. As noted in the questions, we want your best estimate. You are the expert! When you can't be absolutely sure about the answer, it is certainly a more accurate description than our desk top estimation of present practices.

Sincerely,

Michael V. Weerts
Research Associate

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P.S. If perhaps you didn't receive the original information, I am enclosing another fact sheet which describes the activities of the total project. Also, we are guaranteeing anonymity of your responses. The number on the questionnaire refers to Standard Industrial Classification groupings for comparative analysis of responses.

APPENDIX H

QUESTIONNAIRE ITEM ANALYSIS

ITEM NUMBER 1	Total Number of Employers Contacted	% of Total Population	Response		Firms Having Employee Development Programs		
Group			No.	%	No.	% of Group	% of Total Response
1	126	51.64	61	25.0	26	42.6	18.8
2	64	26.23	39	16.0	20	51.3	14.5
3	16	6.56	9	4.0	8	88.9	5.8
4	38	15.57	29	12.0	21	72.4	15.2
Total	244	100.00	138	57.0	75	N/A	54.3

ITEM NUMBER 2 Firms Having Employee Population of at Least 250 Employees

Number Responding	% of Total Response
138	100.0

Group	Response	% of Group Population	% of Group (with employee development programs)	% of Total Population
1	22	17.5	84.46	9.02
2	19	29.7	95.0	7.79
3	6	37.5	75.0	2.46
4	21	55.3	100.0	8.61
Total	68	N/A	N/A	27.88

ITEM NUMBER 3 Number of Employees Whose Major Responsibility is Employee Development

Group	#	N	%	#	N	%	#	N	%	#	N	%	#	N	%	#	N	%	#	N	%	#	N	%
1	(0)	5	22.7	(1)	6	27.3	(2)	5	22.7	(3)	2	9.1	(4)	0	0.0	(5)	0	0.0	(6)	2	9.1	(7)	0	0.0
				(11)	1	4.5	(12)	0	0.0	(13)	0	0.0	(14)	0	0.0	(15)	1	4.5	(16)	0	0.0	(17)	0	0.0
2	(0)	2	10.5	(1)	5	26.3	(2)	2	10.5	(3)	2	10.5	(4)	4	21.1	(5)	0	0.0	(6)	1	5.3	(7)	0	0.0
				(11)	0	0.0	(12)	0	0.0	(13)	0	0.0	(14)	0	0.0	(15)	0	0.0	(16)	0	0.0	(17)	0	0.0
3	(0)	1	16.7	(1)	0	0.0	(2)	0	0.0	(3)	2	33.3	(4)	0	0.0	(5)	2	33.3	(6)	0	0.0	(7)	1	16.7
				(11)	0	0.0	(12)	0	0.0	(13)	0	0.0	(14)	0	0.0	(15)	0	0.0	(16)	0	0.0	(17)	0	0.0
4	(0)	5	23.8	(1)	6	28.6	(2)	5	23.8	(3)	0	0.0	(4)	1	4.8	(5)	0	0.0	(6)	0	0.0	(7)	1	4.8
				(11)	0	0.0	(12)	0	0.0	(13)	0	0.0	(14)	0	0.0	(15)	0	0.0	(16)	1	4.8	(17)	0	0.0

Group	#	N	%	#	N	%	#	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	(8)	0	0.0	(9)	0	0.0	(10)	0	0.0	2.727	3.7693	0.8036
	(18)	0	0.0	(19)	0	0.0	(20)	0	0.0			
2	(8)	2	10.5	(9)	1	5.3	(10)	0	0.0	3.263	2.7657	.6345
	(18)	0	0.0	(19)	0	0.0	(20)	0	0.0			
3	(8)	0	0.0	(9)	0	0.0	(10)	0	0.0	3.833	2.4014	.9804
	(18)	0	0.0	(19)	0	0.0	(20)	0	0.0			
4	(8)	2	9.5	(9)	0	0.0	(10)	0	0.0	2.810	1.3593	.2966
	(18)	0	0.0	(19)	0	0.0	(20)	0	0.0			

ITEM NUMBER 4* Approximate Percentage of Employees Whose Positions Do Not Require a Bachelors Degree

	No Response		0-20%		21-40%		41-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	2	9.1	1	4.5	5	22.7	12	54.5	4.045	1.3620	.2904
2	0	0	0	0.0	2	10.5	3	15.8	8	42.1	6	31.6	3.947	0.9703	.2226
3	0	0	1	16.7	0	0.0	0	0.0	2	33.3	3	50.0	4.000	1.5492	.6325
4	0	0	2	9.5	4	19.0	5	23.8	4	19.0	6	28.6	3.381	1.3593	.2966

ITEM NUMBER 5 Approximate Percentage of Non-degree Employees Participating in Organization Sponsored Training in 1976.

	No Response		10-20%		21-40%		41-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	5	22.7	7	31.8	3	13.6	5	22.7	2	9.1	2.636	1.3290	.2833
2	0	0	4	21.1	6	31.6	4	21.1	4	21.1	1	5.3	2.579	1.2164	.2791
3	0	0	0	0.0	0	0.0	2	33.3	2	33.3	2	33.3	4.000	.8944	.3651
4	0	0	10	47.6	5	23.8	2	9.5	3	14.3	1	4.8	2.048	1.2836	.2801

*(N for items 4-72 include only questionnaires with less than 4 non-response items.)

ITEM NUMBER 6 Approximate Percentage of Training That Was Job Specific

	No Response		0-20%		21-40%		21-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	0	0.0	1	4.5	8	36.4	10	45.5	4.000	1.3452	.2868
2	0	0	2	10.5	0	0.0	5	26.3	8	42.1	4	21.1	3.632	1.1648	.2672
3	0	0	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0	3.000	.8944	.3651
4	0	0	4	19.0	3	14.3	2	9.5	6	28.6	6	28.6	3.333	1.5275	.3333

ITEM NUMBER 7 Approximate Percentage of Time OJT (for new workers) is Used as Method of Training

	No Response		0-20%		21-40%		21-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	2	9.1	3	13.6	3	13.6	12	54.5	3.955	1.3965	.2977
2	0	0	1	5.3	2	10.5	6	31.6	5	26.3	5	26.3	3.579	1.1698	.2684
3	0	0	1	16.7	0	0.0	2	33.3	0	0.0	3	50.0	3.667	1.6330	.6667
4	0	0	7	33.3	3	14.3	2	9.5	2	9.5	7	33.3	2.952	1.7457	.3810

ITEM NUMBER 8 Approximate Percentage of Time OJT (upgrading) is Used as Method of Training

	No Response		0-20%		21-40%		41-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	4	18.2	4	18.2	5	22.7	0	0.0	9	40.9	3.273	1.6090	.3430
2	0	0	2	10.5	9	47.4	6	31.6	2	10.5	0	0.0	2.421	.8377	.1922
3	0	0	1	16.7	2	33.3	0	0.0	1	16.7	2	33.3	3.167	1.7224	.7032
4	0	0	6	28.6	5	23.8	3	14.3	4	19.0	3	14.3	2.667	1.4606	.3187

ITEM NUMBER 9 Approximate Percentage of Traditional Classroom (in-house) Used as Method of Training

	No Response		0-20%		21-40%		41-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	9	40.9	6	27.3	2	9.1	3	13.6	2	9.1	2.227	1.3778	.2937
2	0	0	8	42.1	6	31.6	4	21.1	1	5.3	0	0.0	1.895	.9366	.1922
3	0	0	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.833	.7528	.3073
4	0	0	9	42.9	9	42.9	2	9.5	0	0.0	1	4.8	1.810	.9808	.2140

ITEM NUMBER 10 Approximate Percentage of Tuition Reimbursement Used as Method of Training

	No Response		0-20%		21-40%		41-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	13	59.1	4	18.2	4	18.2	0	0.0	1	4.5	1.727	1.0771	.2296
2	0	0	16	84.2	2	10.5	0	0.0	1	5.3	0	0.0	1.263	.7335	.1683
3	0	0	5	83.3	0	0.0	0	0.0	0	0.0	1	16.7	1.667	1.6330	.6667
4	0	0	15	71.4	2	9.5	0	0.0	0	0.0	4	19.0	1.857	1.5901	.3470

ITEM NUMBER 11 Approximate Percentage of Paid Educational Leave Used as Method of Training

	No Response		0-20%		21-40%		41-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	18	81.8	1	4.5	0	0.0	1	4.5	2	9.1	1.545	1.2994	.2770
2	0	0	15	78.9	1	5.3	1	5.3	0	0.0	2	10.5	1.579	1.3045	.2993
3	0	0	4	66.7	0	0.0	0	0.0	1	16.7	1	16.7	2.167	1.8348	.7491
4	0	0	17	81.0	1	4.8	0	0.0	0	0.0	3	14.3	1.619	1.4310	.3123

ITEM NUMBER 12 Approximate Percentage of "Buddy" Assignments Used as Method of Training

	No Response		0-20%		21-40%		41-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	12	54.5	3	13.6	3	13.6	0	0.0	4	18.2	2.136	1.5521	.3309
2	0	0	11	57.0	3	15.8	3	15.8	0	0.0	2	10.5	1.895	1.3289	.3049
3	0	0	3	50.0	3	50.0	0	0.0	0	0.0	0	0.0	1.500	.5477	.2236
4	0	0	15	71.4	1	4.8	1	4.8	2	9.5	2	9.5	1.810	1.4359	.3133

ITEM NUMBER 13 Approximate Percentage of Job Rotation Used as Method of Training

	No Response		0-20%		21-40%		41-60%		61-80%		81-100%				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	10	45.5	6	27.3	1	4.5	4	18.2	1	4.5	2.091	1.3060	.2784
2	0	0	10	52.6	7	36.8	2	10.5	0	0.0	0	0.0	1.579	.6925	.1589
3	0	0	1	16.7	2	33.3	1	16.7	0	0.0	2	33.3	3.000	1.6733	.6831
4	0	0	16	76.2	1	4.8	1	4.8	1	4.8	2	9.5	1.667	1. 3540	.2955

ITEM NUMBER 14 Participation in Training is Determined by Self Selection

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	5	22.7	8	36.4	3	13.6	3	13.6	2.909	1.2309	.2624
2	0	0	2	10.5	6	31.6	6	31.6	5	26.3	0	0.0	2.737	.9912	.2274
3	0	0	0	0.0	0	0.0	1	16.7	4	66.7	1	16.7	4.000	.6325	.2582
4	0	0	5	23.8	3	14.3	9	42.9	2	9.5	2	9.5	2.667	1.2383	.2702

ITEM NUMBER 15 Participation in Training is Determined by Production Priorities

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	6	27.3	4	18.2	9	40.0	1	4.5	2	9.1	2.500	1.2247	.2611
2	0	0	4	21.1	6	31.6	4	21.1	3	15.8	2	10.5	2.632	1.3000	.2982
3	0	0	0	0.0	2	33.3	2	33.3	2	33.3	0	0.0	3.000	.8944	.3651
4	0	0	3	14.3	10	47.6	5	23.8	3	14.3	0	0.0	2.381	.9207	.2009

ITEM NUMBER 16 Participation in Training is Determined by Employee Potential

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	5	22.7	12	54.5	5	22.7	0	0.0	0	0.0	2.000	.6901	.1471
2	0	0	4	21.1	8	42.1	6	31.6	1	5.3	0	0.0	2.211	.8500	.1961
3	0	0	3	50.0	1	16.7	1	16.7	1	16.7	0	0.0	2.000	1.2649	.5164
4	0	0	4	19.0	5	23.8	10	47.6	2	9.5	0	0.0	2.476	.9284	.2026

ITEM NUMBER 17 Participation in Training is Determined by Individual Career Development Plans

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	4.5	10	45.5	8	36.4	2	9.1	1	4.5	2.636	.9021	.1923
2	0	0	3	15.8	3	15.8	9	47.4	4	21.1	0	0.0	2.737	.9912	.2274
3	0	0	1	16.7	2	33.2	1	16.7	2	33.2	0	0.0	2.667	1.2111	.4944
4	0	0	6	28.6	4	19.0	7	33.3	3	14.3	1	4.8	2.476	1.2091	.2638

ITEM NUMBER 18 Participation in Training is Determined by Seniority

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	2	9.1	4	18.2	8	36.4	6	27.3	3.636	1.2553	.2676
2	0	0	1	5.3	0	0.0	5	26.3	8	42.1	5	26.3	3.842	1.0145	.2327
3	0	0	0	0.0	0	0.0	0	0.0	3	50.0	3	50.0	4.500	.5477	.2236
4	0	0	1	4.8	2	9.5	4	19.0	8	38.1	6	28.6	3.762	1.1360	.2479

ITEM NUMBER 19 Participation in Training is Determined by Supervisor Recommendation

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	7	31.8	8	36.4	5	22.7	2	9.1	0	0.0	2.091	.9715	.2071
2	0	0	9	47.4	4	21.1	5	26.3	1	5.3	0	0.0	1.895	.9941	.2281
3	0	0	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.333	.8165	.3333
4	0	0	11	52.4	6	28.6	3	14.3	1	4.8	0	0.0	1.714	.9024	.1969

ITEM NUMBER 20 Training Budgets are Determined as Part of Operations Planning Process

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	12	54.5	2	9.1	4	18.2	1	4.5	3	13.6	2.136	1.4895	.3176
2	0	0	14	73.7	3	15.8	0	0.0	1	5.3	1	5.3	1.526	1.1239	.2578
3	0	0	3	50.0	1	16.7	1	16.7	1	16.7	0	0.0	2.000	1.2649	.5164
4	0	0	10	47.6	2	9.5	3	14.3	3	14.3	3	14.3	2.381	1.5645	.3414

ITEM NUMBER 21 Training Budgets are Justified on Basis of Cost/Benefit

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	6	27.3	2	9.1	7	31.8	2	9.1	5	22.7	2.909	1.5090	.3217
2	0	0	2	10.5	8	42.1	4	21.1	3	15.8	2	10.5	2.737	1.1945	.2740
3	0	0	1	16.7	1	16.7	3	50.0	1	16.7	0	0.0	2.667	1.0328	.4216
4	0	0	6	28.6	3	14.3	3	14.3	5	23.8	4	19.0	2.905	1.5461	.3374

ITEM NUMBER 22 Training Budgets are a Function of Profit

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	1	4.5	4	18.2	4	18.2	11	50.00	3.955	1.3266	.2828
2	0	0	1	5.3	2	10.5	0	0.0	7	36.8	9	47.4	4.105	1.1970	.2746
3	0	0	1	16.7	2	33.3	2	33.3	1	16.7	0	0.0	2.500	1.0488	.4282
4	0	0	3	14.3	1	4.8	2	9.5	6	28.6	9	42.9	3.810	1.4359	.3133

ITEM NUMBER 23 Training Budgets are a Function of Total Administrative Budget

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	5	22.7	6	27.3	2	9.1	1	4.5	8	36.4	3.045	1.6755	.3572
2	0	0	6	31.6	4	21.1	2	10.5	2	10.5	5	26.3	2.789	1.6526	.3791
3	0	0	2	33.3	1	16.7	1	16.7	0	0.0	2	33.3	2.833	1.8348	.7491
4	0	0	9	42.9	0	0.0	2	9.5	4	19.0	6	28.6	2.905	1.7862	.3898

ITEM NUMBER 24 Information Identifying Training Alternatives and Opportunities is Disseminated Through Organizational Publications

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	10	45.5	0	0.0	9	40.9	2	9.1	1	4.5	2.273	1.2792	.2727
2	0	0	10	52.6	1	5.3	1	5.3	6	31.6	1	5.3	2.316	1.5294	.3509
3	0	0	1	16.7	2	33.3	2	33.3	0	0.0	1	16.7	2.667	1.3663	.5578
4	0	0	9	42.9	3	14.3	4	19.0	2	9.5	3	14.3	2.381	1.4992	.3272

ITEM NUMBER 25 Information Identifying Training Alternatives and Opportunities is Disseminated Through Bulletin Board Notices

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	12	54.5	6	27.3	2	9.1	1	4.5	1	4.5	1.773	1.1098	.2366
2	0	0	9	47.4	4	21.1	2	10.5	3	15.8	1	5.3	2.105	1.3289	.3049
3	0	0	1	16.7	3	50.0	0	0.0	2	33.3	0	0.0	2.500	1.2247	.5000
4	0	0	11	52.4	3	14.3	5	23.8	2	9.5	0	0.0	1.905	1.0911	.2381

ITEM NUMBER 26 Information Identifying Training Alternatives and Opportunities is Disseminated Through Pay Envelope Notices

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	1	4.5	3	13.6	5	22.7	11	50.0	4.000	1.3093	.2791
2	0	0	0	0.0	2	10.5	0	0.0	4	21.1	13	68.4	4.474	.9643	.2212
3	0	0	0	0.0	1	16.7	2	33.3	2	33.3	1	16.7	3.500	1.0488	.4282
4	0	0	0	0.0	2	9.5	0	0.0	4	19.0	15	71.4	4.524	.9284	.2026

ITEM NUMBER 27 Information Identifying Training Alternatives and Opportunities is Disseminated Through Departmental Meetings

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	8	36.4	8	36.4	2	9.1	2	9.1	2.727	1.0771	.2296
2	0	0	4	21.1	4	21.1	8	42.1	3	15.8	0	0.0	2.526	1.0293	.2341
3	0	0	2	33.3	1	16.7	3	50.0	0	0.0	0	0.0	2.167	.9832	.4014
4	0	0	3	14.3	3	14.3	13	61.9	1	4.8	1	4.8	2.714	.9562	.2087

ITEM NUMBER 28 Information Identifying Training Alternatives and Opportunities is Disseminated Through Union Publications

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	4.5	3	13.6	1	4.5	1	4.5	16	72.7	4.273	1.3159	.2806
2	0	0	0	0.0	2	10.5	1	5.3	1	5.3	15	78.9	4.526	1.0203	.2341
3	0	0	0	0.0	0	0.0	0	0.0	1	16.7	5	83.3	4.833	.4083	.1667
4	0	0	0	0.0	2	9.5	4	19.0	3	14.3	12	57.1	4.190	1.0779	.2352

ITEM NUMBER 29 Information Identifying Training Alternatives and Opportunities is Disseminated Through Personal Contact by Management

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	6	27.3	8	36.4	8	36.4	0	0.0	0	0.0	2.091	.8112	.1729
2	0	0	3	15.8	3	15.8	8	42.1	5	26.3	0	0.0	2.789	1.0317	.2367
3	0	0	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.000	.6325	.2582
4	0	0	9	42.9	6	28.6	4	19.0	2	9.5	0	0.0	1.952	1.0235	.2234

ITEM NUMBER 30   Career Counseling is Provided

	Yes		No	
Group	N	%	N	%
1	12	54.5	10	45.5
2	13	68.4	6	31.6
3	5	83.3	1	16.7
4	13	61.9	8	38.1

NOTE: Items 31-36 include data only for organizations responding "Yes" to ITEM 30.

ITEM NUMBER 31   Career Counseling Utilizes Formal Testing

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	8.3	0	0.0	2	16.7	6	50.0	3	25.0	3.833	1.1146	.3218
2	0	0	0	0.0	1	7.7	1	7.7	8	61.5	3	23.1	4.000	.8165	.2264
3	0	0	1	20.0	1	20.0	0	0.0	1	20.0	2	40.0	3.400	1.8166	.8124
4	0	0	1	7.7	1	7.7	5	38.5	5	38.5	1	4.8	3.308	.2861	.2861

ITEM NUMBER 32 Career Counseling Results in Formal Career Plans

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	0	0.0	3	25.0	6	50.0	2	9.1	1	8.3	3.083	.9003	.2599
2	0	0	0	0.0	2	15.4	6	46.1	4	30.8	1	7.7	3.308	.8548	.2371
3	0	0	0	0.0	1	20.0	1	20.0	1	20.0	2	40.0	3.800	1.3038	.5831
4	0	0	2	15.4	3	23.1	3	23.1	3	23.1	2	15.4	3.000	.3755	.3755

ITEM NUMBER 33 Career Counseling Results in Formal Career Plans

	No Response		USUALLY		OFTEN		OCCATIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	0	0.0	1	8.3	9	75.0	2	15.4	0	0.0	3.083	.5149	.1486
2	0	0	0	0.0	2	15.4	4	30.8	5	38.5	2	15.4	3.538	.9674	.2683
3	0	0	0	0.0	0	0.0	1	20.0	2	40.0	2	40.0	4.200	.8367	.3742
4	0	0	0	0.0	0	0.0	8	61.5	5	38.5	0	0.0	3.385	.1404	.1404

ITEM NUMBER 34 Career Counseling is Required Prior to Training Participation

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean (x̄)	Standard Deviation	Standard Error
1	0	0	1	8.3	1	8.3	3	25.0	5	41.7	2	16.7	3.500	1.1677	.3371
2	0	0	1	7.7	3	23.1	0	0.0	4	32.5	5	38.5	3.692	1.4367	.3985
3	0	0	0	0.0	1	20.0	0	0.0	1	20.0	3	60.0	4.200	1.3038	.5831
4	0	0	1	7.7	4	38.5	4	30.8	1	7.7	2	15.4	2.846	.3368	.3368

ITEM NUMBER 35 Career Counseling Information is Utilized in Planning of Training Activities

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean (x̄)	Standard Deviation	Standard Error
1	0	0	1	8.3	5	41.7	5	41.7	1	8.3	0	0.0	2.500	.7977	.2303
2	0	0	2	15.4	6	46.1	1	7.7	4	30.8	0	0.0	2.538	1.1266	.3124
3	0	0	1	20.0	1	20.0	0	0.0	1	20.0	2	40.0	3.400	1.8166	.8124
4	0	0	6	46.1	4	30.8	2	15.4	1	7.7	0	0.0	1.846	.2738	.2738

ITEM NUMBER 36 Career Counseling Occurs as a Result of Employee Request

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	8.3	8	66.7	3	25.0	0	0.0	0	0.0	2.167	.5773	.1667
2	0	0	2	15.4	5	38.5	5	38.5	1	7.7	0	0.0	2.385	.8697	.2412
3	0	0	0	0.0	2	40.0	3	60.0	0	0.0	0	0.0	2.6	.5477	.2449
4	0	0	4	30.8	1	7.7	7	53.8	1	7.7	0	0.0	2.385	.2895	.2895

ITEM NUMBER 37 Positions Other Than Entry Level are Filled Through Outside Recruitment

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	5	22.7	9	40.9	6	27.3	0	0.0	2.864	.9409	.2006
2	0	0	2	10.5	1	5.3	10	52.6	5	26.3	1	5.3	3.105	.9941	.2281
3	0	0	0	0.0	1	16.7	0	0.0	4	66.7	1	16.7	3.833	.9832	.4014
4	0	0	1	4.8	6	28.6	8	38.1	5	23.8	1	4.8	2.952	.9735	.2124

ITEM NUMBER 38 Training Completion is Acknowledged by Certificates

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	5	22.7	6	27.3	8	36.4	1	4.5	2	9.1	2.500	1.1852	.2527
2	0	0	11	57.9	2	10.5	4	21.1	1	5.3	1	5.3	1.895	1.2425	.2851
3	0	0	2	33.3	0	0.0	1	16.7	2	33.3	1	16.7	3.000	1.6733	.6831
4	0	0	10	47.6	3	14.3	5	23.8	2	9.5	1	4.8	2.095	1.2611	.2752

ITEM NUMBER 39 Training Completion is Acknowledged by Continuing Education Units

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	6	27.3	7	31.8	1	4.5	5	22.7	2.955	1.3620	.2904
2	0	0	1	5.3	0	0.0	2	10.5	2	10.5	14	73.7	4.474	1.0733	.2462
3	0	0	1	16.7	0	0.0	1	16.7	0	0.0	4	66.7	4.000	1.6733	.6831
4	0	0	1	4.8	1	4.8	5	23.8	4	19.0	10	47.6	4.000	1.1832	.2582

ITEM NUMBER 40 Training Completion is Acknowledged by Merit Pay Increases

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	5	22.7	1	4.5	7	31.8	5	22.7	4	18.2	3.091	1.4111	.3009
2	0	0	1	5.3	1	5.3	5	26.3	2	10.5	10	52.6	4.000	1.2472	.2861
3	0	0	1	16.7	0	0.0	1	16.7	1	16.7	3	50.0	3.833	1.6021	.6540
4	0	0	1	4.8	1	4.8	4	19.0	2	9.5	13	61.9	4.190	1.2091	.2638

ITEM NUMBER 41 Training Completion is Acknowledged by Promotion Points

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	0	0.0	0	0.0	8	36.4	3	13.6	11	50.0	4.136	.9409	.2006
2	1	5.3	1	5.3	1	5.3	2	10.5	2	10.5	12	63.2	4.053	1.5447	.3544
3	0	0	0	0.0	0	0.0	0	0.0	0	0.0	6	100.0	5.000	.0000	.0000
4	0	0	1	4.8	1	4.8	5	23.8	2	9.5	12	57.1	4.095	1.2209	.2664

ITEM NUMBER 42 Training Completion is Acknowledged by Notation in Personnel Records

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	17	77.3	4	18.2	0	0.0	1	4.5	0	0.0	1.318	.7162	.1527
2	0	0	12	63.2	4	21.1	2	10.5	0	0.0	1	5.3	1.632	1.0651	.2444
3	0	0	5	83.3	0	0.0	0	0.0	0	0.0	1	16.7	1.667	1.6330	.6667
4	0	0	16	76.2	3	14.3	1	4.8	0	0.0	1	4.8	1.429	.9783	.2135

ITEM NUMBER 43 Skilled and Semi-Skilled Positions are Filled Through Internal Staff Upgrading

	No Response		USUALLY		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	1	4.5	9	40.9	7	31.8	5	22.7	0	0.0	0	0.0	1.727	.8827	.1882
2	1	5.3	5	26.3	8	42.1	4	21.1	0	0.0	1	5.3	2.000	1.1055	.2536
3	1	16.7	4	66.7	0	0.0	1	16.7	0	0.0	0	0.0	1.167	.9832	.4014
4	0	0	4	19.0	13	61.9	3	14.3	0	0.0	1	4.8	2.095	.8891	.1940

ITEM NUMBER 44 Level of Occurrence of Discussion of Education and Training During Union Negotiations

	No Response		ALMOST ALWAYS		OFTEN		OCCASSIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	3	13.6	1	4.5	3	13.6	12	54.5	3.818	1.5626	.3331
2	1	5.3	0	0.0	1	5.3	4	21.1	1	5.3	12	63.2	4.105	1.4101	.3235
3	0	0	0	0.0	0	0.0	0	0.0	2	33.3	4	66.7	4.667	.5164	.2108
4	0	0	0	0.0	2	9.5	11	52.4	1	4.8	7	33.3	3.619	1.0713	.2338

ITEM NUMBER 45 Participation of Sub-Professionals in Development of Training Plans and Schedules

	No Response		ALMOST ALWAYS		OFTEN		OCCASSIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	4.5	3	13.6	9	40.0	5	22.7	4	18.2	3.364	1.0931	.2330
2	1	5.3	0	0.0	3	15.8	6	31.6	7	36.8	2	10.5	3.263	1.1945	.2740
3	0	0	0	0.0	1	16.7	2	33.3	2	33.2	1	16.7	3.500	1.0488	.4282
4	0	0	2	9.5	6	28.6	8	38.1	5	23.8	0	0.0	2.762	.9437	.2059

ITEM NUMBER 46 Use of External Advisory Committees in Employee Development

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean (x̄)	Standard Deviation	Standard Error
1	0	0	0	0.0	4	18.2	4	18.2	8	36.4	6	27.3	3.727	1.0771	.2296
2	1	5.3	0	0.0	2	10.5	6	31.6	2	10.5	8	42.1	3.684	1.4163	.3249
3	0	0	0	0.0	0	0.0	1	16.7	3	50.0	2	33.3	4.167	.7528	.3073
4	0	0	1	4.8	7	33.3	3	14.3	9	42.9	1	4.8	3.905	1.0911	.2381

ITEM NUMBER 47 Training is Conducted by Staff Personnel

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean (x̄)	Standard Deviation	Standard Error
1	0	0 5	22.7		6	27.3	9	40.9	2	9.1	0	0.0	2.364	.9535	.2033
2	1	5.3	8	42.1	7	36.8	3	15.8	0	0.0	0	0.0	1.632	.8307	.1906
3	0	0 5	83.3		1	16.7	0	0.0	0	0.0	0	0.0	1.167	.4082	.1667
4	0	0 3	14.3		11	52.4	5	23.8	2	9.5	0	0.0	2.286	.8452	.1844

ITEM NUMBER 48 Training is Conducted by Public Educational Institutions

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	7	31.8	7	31.8	3	13.6	3	13.6	2.909	1.1916	.2541
2	1	5.3	0	0.0	4	21.1	7	36.8	5	26.3	2	10.5	3.105	1.1970	.2746
3	0	0	0	0.0	0	0.0	1	16.7	0	0.0	5	83.3	4.667	.8165	.3333
4	1	4.8	0	0.0	7	33.3	10	47.6	1	4.8	2	9.5	2.762	1.0911	.2381

ITEM NUMBER 49 Training is Conducted by Line Personnel

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	4.5	9	40.9	7	31.8	5	22.7	0	0.0	2.727	.8827	.1882
2	1	5.3	2	10.5	10	52.6	4	21.1	1	5.3	1	5.3	2.263	1.0976	.2518
3	0	0	0	0.0	4	66.7	2	33.3	0	0.0	0	0.0	2.333	.5164	.2108
4	1	4.8	1	4.8	10	47.6	7	33.3	2	9.5	0	0.0	2.381	.9207	.2009

ITEM NUMBER 50 Training is Conducted by Outside Consultant

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	[illegible]	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	0	0.0	6	27.3	9	40.9	3	13.6	4	18.2	3.227	1.0660	.2273
2	1	5.3	0	0.0	2	10.5	5	26.3	8	42.1	3	15.8	3.474	1.2188	.2796
3	0	0	0	0.0	0	0.0	1	16.7	2	33.3	3	50.0	4.333	.8165	.3333
4	1	4.8	0	0.0	5	23.8	7	33.3	5	23.8	3	14.3	3.143	1.2364	.2698

ITEM NUMBER 51 Training Activities are Determined by Employee Requests

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	3	13.6	14	63.6	1	4.5	1	4.5	2.727	.9351	.1994
2	0	0	3	15.8	4	21.1	9	47.4	3	15.8	0	0.0	2.632	.9551	.2191
3	0	0	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0	2.833	.4083	.1667
4	1	4.8	2	9.5	5	23.8	10	47.6	3	14.3	0	0.0	2.571	1.0282	.2244

ITEM NUMBER 52 Training Activities are Determined by Production Changes

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	7	31.8	9	40.9	4	18.2	0	0.0	2.682	.8937	.1905
2	0	0	2	10.5	7	36.8	4	21.1	5	26.3	1	5.3	2.789	1.1343	.2602
3	0	0	0	0.0	3	50.0	2	33.3	1	16.7	0	0.0	2.667	.8165	.3333
4	1	4.8	0	0.0	3	14.3	7	33.3	6	28.6	4	19.0	3.381	1.2440	.2715

ITEM NUMBER 53 Training Activities are Determined by Administrative Procedure Changes

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	0	0.0	6	27.3	9	40.9	5	22.7	2	9.1	3.136	.9409	.2006
2	0	0	2	10.5	9	47.4	6	31.6	2	10.5	0	0.0	2.421	.8377	.1922
3	0	0	0	0.0	4	66.7	2	33.3	0	0.0	0	0.0	2.333	.5164	.2108
4	2	9.5	0	0.0	6	28.5	8	38.1	4	19.0	1	4.8	2.714	1.2306	.2685

ITEM NUMBER 54 Training Activities are Determined by Identified Skill Requirements

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	5	22.7	13	59.1	2	9.1	2	9.1	0	0.0	2.045	.8439	.1799
2	0	0	2	10.5	12	63.2	3	15.8	2	10.5	0	0.0	2.263	.8057	.1848
3	0	0	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.167	.7528	.3073
4	1	4.8	4	19.0	9	42.9	7	33.3	0	0.0	0	0.0	2.048	.8647	.1887

ITEM NUMBER 55 Training Activities are Determined by Internal Upgrading Needs

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	4.5	12	54.5	7	31.8	2	9.1	0	0.0	2.455	.7385	.1575
2	0	0	2	10.5	8	42.1	8	42.1	1	5.3	0	0.0	2.421	.7685	.1763
3	0	0	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.333	.8165	.3333
4	1	4.8	2	9.5	7	33.3	8	38.1	2	9.5	1	4.8	2.524	1.1233	.2451

ITEM NUMBER 56 Training Activities are Determined By New Position Creation

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	0	0.0	11	50.0	8	36.4	3	13.6	0	0.0	2.636	.7267	.1549
2	0	0	1	5.3	7	36.8	5	26.3	6	31.6	0	0.0	2.842	.9582	.2198
3	0	0	0	0.0	1	16.7	5	83.3	0	0.0	0	0.0	2.833	.4083	.1667
4	1	4.8	0	0.0	4	19.0	9	42.9	5	23.8	2	9.5	3.095	1.1360	.2479

ITEM NUMBER 57 Training Activities are Determined by Overall Management Plan of Personnel Development

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	9	40.9	6	27.3	3	13.6	1	4.5	2.545	1.0568	.2253
2	0	0	1	5.3	6	31.6	10	52.6	2	10.5	0	0.0	2.684	.7493	.1719
3	0	0	0	0.0	4	66.7	2	33.3	0	0.0	0	0.0	2.333	.5164	.2108
4	1	4.8	2	9.5	7	33.3	9	42.9	1	4.8	1	4.8	2.476	1.0779	.2352

ITEM NUMBER 58 Training Activities are Determined by Job Restructuring or Job Analysis

	No Response		ALMOST ALWAYS		OFTEN		OCCASIONALLY		SELDOM		NEVER				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	0	0.0	3	13.6	13	59.1	6	27.3	0	0.0	3.136	.6396	.1364
2	0	0	0	0.0	5	26.3	8	42.1	5	26.3	1	5.3	2.104	.8753	.2008
3	0	0	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.500	.5447	.2236
4	1	4.8	0	0.0	2	9.5	13	61.9	4	19.0	1	4.8	3.048	.9735	.2124

ITEM NUMBER 59 The Impact of Training Activities on Employee Retention is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPROTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	9	40.9	5	22.7	3	13.6	2	9.1	2.636	1.1770	.2509
2	0	0	3	15.8	9	47.4	3	15.8	4	21.1	0	0.0	2.421	1.0174	.2334
3	0	0	3	50.0	1	16.7	2	33.3	0	0.0	0	0.0	1.833	.9832	.4014
4	0	0	2	9.5	4	19.0	12	57.1	3	14.3	0	0.0	2.762	.8309	.1813

ITEM NUMBER 60 The Impact of Training Activities on Promotion Practices is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	7	31.8	10	45.5	2	9.1	0	0.0	2.500	.8591	.1832
2	0	0	5	26.3	6	31.6	6	31.6	2	10.5	0	0.0	2.263	.9912	.2274
3	0	0	0	0.0	3	50.0	3	50.0	0	0.0	0	0.0	2.500	.5477	.2236
4	0	0	8	38.1	3	14.3	7	33.3	3	14.3	0	0.0	2.238	1.1360	.2479

ITEM NUMBER 61 The Impact of Training Activities on Equal Opportunity Compliance Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	5	22.7	3	13.6	10	45.5	4	18.2	0	0.0	2.591	1.0538	.2247
2	0	0	4	21.1	4	21.1	8	42.1	3	15.8	0	0.0	2.526	1.0203	.2341
3	0	0	0	0.0	2	33.3	3	50.0	1	16.7	0	0.0	2.833	.7528	.3073
4	0	0	3	14.3	7	33.3	9	42.9	0	0.0	2	9.5	2.571	1.0757	.2347

ITEM NUMBER 62 The Impact of Training Activities on Employee Attitudes Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	9	40.9	9	40.9	1	4.5	0	0.0	2.364	.7895	.1683
2	0	0	5	26.3	6	31.6	5	26.3	3	15.8	0	0.0	2.316	1.0569	.2425
3	0	0	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.833	.7528	.3073
4	0	0	6	28.6	8	38.1	6	28.6	1	4.8	0	0.0	2.095	.8891	.1940

ITEM NUMBER 63 The Impact of Training Activities on Employee Turnover Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	6	27.3	9	40.9	5	22.7	0	0.0	2.773	.9223	.1966
2	0	0	4	21.1	5	26.3	3	15.8	6	31.6	1	5.3	2.737	1.2842	.2946
3	0	0	2	33.3	2	33.3	2	33.3	0	0.0	0	0.0	2.000	.8944	.3651
4	0	0	1	4.8	5	23.8	10	47.6	5	23.8	0	0.0	2.905	.8309	.1813

ITEM NUMBER 64 The Impact of Training Activities on Plans for Operational Change Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean $(\bar{x})$	Standard Deviation	Standard Error
1	0	0	1	4.5	7	31.8	4	18.2	7	31.8	3	13.6	3.182	1.1807	.2517
2	0	0	2	10.5	7	36.8	3	15.8	6	31.6	1	5.3	2.842	1.1673	.2678
3	0	0	3	50.0	1	16.7	2	33.3	0	0.0	0	0.0	1.833	.9832	.4014
4	0	0	3	14.3	3	14.3	7	33.3	7	33.3	1	4.8	3.000	1.1402	.2488

ITEM NUMBER 65 The Impact of Training Activities on Technical Innovations Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean $(\bar{x})$	Standard Deviation	Standard Error
1	0	0	3	13.6	4	18.2	4	18.2	7	31.8	4	18.2	3.227	1.3428	.2863
2	0	0	6	31.6	2	10.5	8	42.1	2	10.5	1	5.3	2.474	1.2188	.2796
3	0	0	2	33.3	2	33.2	1	16.7	1	16.7	0	0.0	2.167	1.1690	.4773
4	0	0	4	19.0	5	23.8	8	38.1	3	14.3	1	4.8	2.169	1.1170	.2437

ITEM NUMBER 66 The Impact of Training Activities on Understanding of Total Operations Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	2	9.1	5	22.7	10	45.5	4	18.2	1	4.5	2.864	.9902	.2111
2	0	0	3	15.8	8	42.1	7	36.8	1	5.3	0	0.0	2.316	.8201	.1881
3	0	0	1	16.7	2	33.3	3	50.0	0	0.0	0	0.0	2.333	.8165	.3333
4	0	0	2	9.5	6	28.6	8	38.1	5	23.8	0	0.0	2.762	.9437	.2059

ITEM NUMBER 67 The Impact of Training Activities on Absenteeism Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	4.5	3	13.6	6	27.3	4	18.2	8	36.4	3.682	1.2492	.2663
2	0	0	3	15.8	3	15.8	4	21.1	6	31.6	3	15.8	3.158	1.3443	.3084
3	0	0	1	16.7	0	0.0	4	66.7	1	16.7	0	0.0	2.833	.9832	.4014
4	0	0	0	0.0	2	9.5	9	42.9	8	38.1	2	9.5	3.476	.8136	.1775

ITEM NUMBER 68 The Impact of Training Activities on Employee Reclassification Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	1	4.5	5	22.7	8	36.4	5	22.7	3	13.6	3.182	1.0970	.2339
2	0	0	2	10.5	5	31.6	8	42.1	3	15.8	0	0.0	2.632	.8951	.2053
3	0	0	1	16.7	3	50.0	2	33.3	0	0.0	0	0.0	2.167	.7528	.3073
4	0	0	3	14.3	4	19.0	6	28.6	7	33.3	1	4.8	2.952	1.1609	.2533

ITEM NUMBER 69 The Impact of Training Activities on Success of Your Organization Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	7	31.8	7	31.8	8	36.4	0	0.0	0	0.0	2.045	.8439	.1799
2	0	0	6	31.6	7	36.8	5	26.3	1	5.3	0	0.0	2.053	.9113	.2091
3	0	0	4	66.7	1	16.7	1	16.7	0	0.0	0	0.0	1.500	.8367	.3416
4	0	0	5	23.8	6	28.6	8	38.1	2	9.5	0	0.0	2.333	.9661	.2108

ITEM NUMBER 70 The Impact of Training Activities on Production Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	9	40.9	4	18.2	7	31.8	1	4.5	1	4.5	2.136	1.1668	.2448
2	0	0	5	26.3	7	36.8	6	31.6	0	0.0	1	5.3	2.211	1.0317	.2367
3	0	0	4	66.7	1	16.7	1	16.7	0	0.0	0	0.0	1.500	.8367	.3416
4	0	0	6	28.6	2	9.5	11	52.4	0	0.0	2	9.5	2.524	1.2091	.2638

ITEM NUMBER 71 The Impact of Training Activities on Morale Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	3	13.6	8	36.4	8	36.4	3	13.6	0	0.0	2.500	.9129	.1946
2	0	0	4	21.1	6	31.6	7	36.8	2	10.5	0	0.0	2.368	.9551	.2191
3	0	0	2	33.3	3	50.0	1	16.7	0	0.0	0	0.0	1.833	.7528	.3073
4	0	0	5	23.8	6	28.6	10	47.6	0	0.0	0	0.0	2.238	.8309	.1813

ITEM NUMBER 72 The Impact of Training Activities on Upgrading and Promotion Is

	No Response		EXTREMELY IMPORTANT		VERY IMPORTANT		IMPORTANT		SLIGHTLY IMPORTANT		NOT IMPORTANT				
Group	N	%	N	%	N	%	N	%	N	%	N	%	Mean ($\bar{x}$)	Standard Deviation	Standard Error
1	0	0	5	22.7	9	40.9	7	31.8	1	4.5	0	0.0	2.182	.8528	.1818
2	0	0	3	15.8	7	36.8	6	31.6	3	15.8	0	0.0	2.474	.9643	.2212
3	0	0	1	16.7	4	66.7	1	16.7	0	0.0	0	0.0	2.000	.6325	.2582
4	0	0	6	28.6	4	19.0	8	38.1	3	14.3	0	0.0	2.381	1.0713	.2338

APPENDIX I

EMPLOYER QUESTIONNAIRES

EMPLOYER SELF ASSESSMENT*

Mining Manufacturing and Construction

As a large employer, one of your continuing responsibilities is the development and maintenance of an effective workforce. A major question to answer in meeting your labor needs is whether to "buy" or "develop" the skills presently needed or anticipated for future technological changes and/or expansion. The following questions were answered by employers of comparable size and endeavors. By answering the following with an agree or disagree you can compare your personnel development programs for sub-professional (less than baccalaureate degree qualification) positions. A key to the answers follows the questions.

Mining, Manufacturing, or Construction Operations

	Agree	Disagree
1. Sixty one percent or more of the employees have positions which require less than Bachelor's degree qualifications.	____	____
2. Tuition reimbursement is used more than 80 percent as a method of providing training.	____	____
3. Paid educational leave is used less than 21 percent as a method of providing training.	____	____
4. Bulletin board notices are seldom used as a means of disseminating information identifying training alternatives and opportunities.	____	____
5. Union publications are often used to disseminate information identifying training opportunities and alternatives.	____	____
6. Promotion points are seldom or never used to aknowledge training completion.	____	____
7. Notation in personnel records is seldom used to acknowledge training completion.	____	____
8. Skilled and semi-skilled positions are often or usually filled through internal staff upgrading.	____	____

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*Developed by Michael V. Weerts, University of Northern Colorado, 1977.

Mining, Manufacturing, or Construction Operations

KEY

1. Sixty one percent or more of the employees have positions which require less than Bachelor degree qualifications. Agree

2. Tuition reimbursement is used less than 21 percent as a method of providing training. Disagree

3. Paid educational leave is used less than 21 percent as a method of providing training. Agree

4. Bulletin board notices are often or usually used as a means of disseminating information identifying training alternatives and opportunities. Disagree

5. Union publications are seldom used to disseminate information identifying training opportunities and alternatives. Disagree

6. Promotion points are seldom or never used to acknowledge training completion. Agree

7. Notation in personnel records is often or usually used to acknowledge training completion. Disagree

8. Skilled and semi-skilled positions are often or usually filled through internal staff upgrading. Agree

After checking your responses, it might be valuable to ask why your responses are different. Something you hadn't thought of? A planned project that never became operational? Perhaps an important topic to be discussed in future planning meetings?! Being different can certainly be the key to success but it can also be deadly--how do you account for the differences? Planned or oversight?

EMPLOYER SELF ASSESSMENT*

Commercial Services

As a large employer, one of your continuing responsibilities is the development and maintenance of an effective workforce. A major question to answer in meeting your labor needs is whether to "buy" or "develop" the skills presently needed or anticipated for future technological changes and/or expansion. The following questions were answered by employers of comparable size and endeavors. By answering the following with an agree or disagree you can compare your personnel development programs for sub-professional (less than baccalaureate degree qualification) positions. A key to the answers follows the questions.

Commercial Services

	Agree	Disagree
1. Traditional, in-house classrooms are used less than 21 percent as a method of providing training.	____	____
2. Tuition reimbursement is used more than 80 percent as a method of providing training.	____	____
3. Paid educational leave is used less than 21 percent as a method of providing training.	____	____
4. "Buddy" assignments are used less than 21 percent as a method of providing training.	____	____
5. Job rotation is used more than 80 percent as a method of providing training.	____	____
6. Supervisor recommendation is seldom or never used to determine participation in training.	____	____
7. Training budgets are seldom or never determined requlary as a part of the operations planning process.	____	____
8. Training budgets are usually or often a function of profit.	____	____

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*Developed by Michael V. Weerts, University of Northern Colorado, 1977.

	Agree	Disagree
9. Information identifying training opportunities and alternatives is seldom or never disseminated in pay envelope notices.	____	____
10. Union publications are seldom or never used as a means of disseminating information identifying training opportunities and alternatives.	____	____
11. Training completion is seldom or never acknowledged by certificates.	____	____
12. Training completion is seldom or never acknowledged by continuing education units.	____	____
13. Training completion is often or usually acknowledged by promotion points.	____	____
14. Training completion is often or usually acknowledged by notation in personnel records.	____	____
15. Education/training are seldom or never discussed during union negotiations.	____	____
16. Training is seldom or never conducted by staff personnel.	____	____

Commercial Services

KEY

1. Traditional, in-house classrooms are used less than 21 percent as a method of providing training.	Agree
2. Tuition reimbursement is used less than 21 percent as a method of providing training.	Disagree
3. Paid educational leave is used less than 21 percent as a method of providing training.	Agree
4. "Buddy" assignments are used less than 21 percent as a method of providing training.	Agree
5. Job rotation is used more than 21 percent as a method of providing training.	Disagree
6. Supervisor recommendation is often or usually used to determine participation in training.	Disagree

7. Training budgets are often or usually determined regularly as a part of the operations planning process. Disagree

8. Training budgets are seldom or never a function of profit. Disagree

9. Information identifying training opportunities and alternatives is seldom or never disseminated in pay envelope notices. Agree

10. Union publications are seldom or never used as a means of disseminating information identifying training opportunities and alternatives. Agree

11. Training completion is often or usually acknowledged by certificates. Disagree

12. Training completion is seldom or never acknowledged by continuing education units. Disagree

13. Training completion is seldom or never acknowledged by promotion points. Disagree

14. Training completion is often or usually acknowledged by notation in personnel records. Agree

15. Education/training are seldom or never discussed during union negotiations. Agree

16. Training is often or almost always conducted by staff personnel. Disagree

After checking your responses, it might be valuable to ask why your responses are different. Something you hadn't thought of? A planned project that never became operational? Perhaps an important topic to be discussed in future planning meetings?! Being different can certainly be the key to success but it can also be deadly--how do you account for the differences? Planned or oversight?

EMPLOYER SELF ASSESSMENT*

Wholesale and Retail Trade

As a large employer, one of your continuing responsibilities is the development and maintenance of an effective workforce. A major question to answer in meeting your labor needs is whether to "buy" or "develop" the skills presently needed or anticipated for future technological changes and/or expansion. The following questions were answered by employers of comparable size and endeavors. By answering the following with an agree or disagree you can compare your personnel development programs for sub-professional (less than baccalaureate degree qualification) positions. A key to the answers follows the questions.

Wholesale and Retail Trade

	Agree	Disagree
1. Traditional in-house classrooms are used less than 21 percent as a method of training	____	____
2. Tuition reimbursement is used more than 80 percent as a method of providing training.	____	____
3. "Buddy" assignments are used less than 21 percent as a method of providing training.	____	____
4. Participation in training is often or usually determined by seniority.	____	____
5. Information identifying training alternatives and opportunities is seldom or never disseminated through union publications.	____	____
6. Career counseling often or usually results in employees pursuing bachelor's degrees.	____	____
7. Career counseling is often or usually required prior to training participation.	____	____
8. Training completion is seldom or never acknowledged by promotion points.	____	____

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*Developed by Michael V. Weerts, University of Northern Colorado, 1977.

	Agree	Disagree
9. Training completion is often or usually acknowledged by notation in personnel records.	____	____
10. Skilled or semi-skilled positions are seldom or never filled through internal staff upgrading.	____	____
11. Education/training are seldom or never discussed during union negotiations.	____	____
12. External advisory committees are often or usually used in employee development.	____	____
13. Training is often or almost always conducted by staff personnel.	____	____
14. Training is seldom or never conducted by public educational institutions.	____	____
15. Training is often or usually conducted by an outside condultant.	____	____
16. Training activities have an extremely or very important impact on employee retention.	____	____
17. Training activities have little or no impact on employee attitudes.	____	____
18. Training activities have an extremely or very important impact on plans for operational change.	____	____
19. Training activities have little or no impact on the success of your organization.	____	____
20. Training activities have an extremely or very important impact on organization production.	____	____
21. Training activities have little or no impact on morale.	____	____

Wholesale and Retail Trade

KEY

1. Traditional in-house classrooms are used less than 21 percent as a method of training. Agree

2. Tuition reimbursement is used less than 21 percent as a method of providing training. Disagree

3. "Buddy" assignments are used less than 21 percent as a method of providing training. Agree
4. Participation in training is seldom or never determined by seniority. Disagree
5. Information identifying training alternatives and opportunities is seldom or never disseminated through union publications. Agree
6. Career counseling seldom or never results in employees pursuing bachelor's degrees. Disagree
7. Career counseling is seldom or never required prior to training participation. Disagree
8. Training completion is seldom or never acknowledged by promotion points. Agree
9. Training completion is often or usually acknowledged by notation in personnel records. Agree
10. Skilled or semi-skilled positions are often or usually never filled through internal staff upgrading. Disagree
11. Education/training are seldom or never discussed during union negotiations. Agree
12. External advisory committees are seldom or never used in employee development. Disagree
13. Training is often or almost always conducted by staff personnel. Agree
14. Training is seldom or never conducted by public educational institutions. Agree
15. Training is seldom or never conducted by an outside consultant. Disagree
16. Training activities have an extremely or very important impact on employee retention. Agree
17. Training activities have an extremely or very important impact on employee attitudes. Disagree
18. Training activities have an extremely or very important impact on plans for operational change. Agree
19. Training activities have an extremely or very important impact on the success of your organization. Disagree

20. Training activities have an extremely or very important impact on organization production. Agree

21. Training activities have an extremely or very important impact on morale. Disagree

After checking your responses, it might be valuable to ask why your responses are different. Something you hadn't thought of? A planned project that never became operational? Perhaps an important topic to be discussed in future planning meetings?! Being different can certainly be the key to success but it can also be deadly--how do you account for the differences? Planned or oversight?

EMPLOYER SELF ASSESSMENT*

Public Institutions and Agencies

As a large employer, one of your continuing responsibilities is the development and maintenance of an effective workforce. A major question to answer in meeting your labor needs is whether to "buy" or "develop" the skills presently needed or anticipated for future technological changes and/or expansion. The following questions were answered by employers of comparable size and endeavors. By answering the following with an agree or disagree you can compare your personnel development programs for sub-professional (less than baccalaureate degree qualification) positions. A key to the answers follows the questions.

Public Institutions and Agencies

	Agree	Disagree
1. Traditional in-house classrooms are used less than 21 percent as a method of training.	____	____
2. Tuition reimbursement is used more than 80 percent as a method of providing training.	____	____
3. Paid educational leave is used more than 80 percent as a method of providing training.	____	____
4. "Buddy" assignments are used less than 21 percent as a method of providing training.	____	____
5. Job rotation is used less than 21 percent as a method of providing training.	____	____
6. Supervisor recommendation is seldom or never used to determine participation in training.	____	____
7. Information identifying training alternatives and opportunities are seldom or never disseminated through bulletin board notices.	____	____
8. Information identifying training opportunities and alternatives are often or usually disseminated in pay envelope notices.	____	____

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*Developed by Michael V. Weerts, University of Northern Colorado, 1977.

		Agree	Disagree
9.	Union publications are seldom or never used as a means of disseminating information identifying training opportunities and alternatives.	____	____
10.	Information identifying training alternatives and opportunities are seldom or never disseminated through personal contact by management.	____	____
11.	Career counseling information is seldom or never utilized in planning of training activities.	____	____
12.	Training completion is seldom or never acknowledged through merit pay increases.	____	____
13.	Training completion is often or usually acknowledged by promotion points.	____	____
14.	Training completion is seldom or never acknowledged by notation in personnel records.	____	____

Public Institutions and Agencies

KEY

1.	Traditional in-house classrooms are used less than 21 percent as a method of training.	Agree
2.	Tuition reimbursement is used less than 21 percent as a method of providing training.	Disagree
3.	Paid educational leave is used less than 21 percent as a method of providing training.	Disagree
4.	"Buddy" assignments are used less than 21 percent as a method of providing training.	Agree
5.	Job rotation is used less than 21 percent as a method of providing training.	Agree
6.	Supervisor recommendation is often or usually used to determine participation in training.	Disagree
7.	Information identifying training alternatives and opportunities are often or usually disseminated through bulletin board notices.	Disagree

8. Information identifying training opportunities and alternatives are seldom or never disseminated in pay envelope notices. Disagree

9. Union publications are seldom or never used as a means of disseminating information identifying training opportunities and alternatives. Agree

10. Information identifying training alternatives and opportunities are usually or often disseminated through personal contact by management. Disagree

11. Career counseling information is usually or often utilized in planning of training activities. Disagree

12. Training completion is seldom or never acknowledged through merit pay increases. Agree

13. Training completion is seldom or never acknowledged by promotion points. Disagree

14. Training completion is often or usually acknowledged by notation in personnel records. Disagree

After checking your responses, it might be valuable to ask why your responses are different. Something you hadn't thought of? A planned project that never became operational? Perhaps an important topic to be discussed in future planning meetings?! Being different can certainly be the key to success but it can also be deadly--how do you account for the differences? Planned or oversight?

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COMPETENCIES

Counseling, Vocational Guidance

Competency Based Training Programs

Staff Training and Technical Assistance

Assessment Processes

Employability Development Planning

Variable Entry/Exit Educational System Designing

Operational Program Management

Personnel Recruitment and Selection Procedures

Writing, Creative Thinking, and Human Being